Research, Teaching, and All That Jazz!
Conference 2008 Report

On October 3rd and 4th, the Council for Learning Disabilities held its 30th international conference in Kansas City, Missouri. On Friday wonderful full- and half-day workshops featured a variety of topics, such as ClassWide Peer Tutoring, Learning of Mathematical Word Problems Using Schema-Based Instruction, and Self-Regulated Strategy Instruction for Struggling Writers. Poster sessions included presenters not only from the United States and Canada but also from countries as far away as Taiwan and New Zealand.

The keynote speaker, **Dr. Rud Turnbull** from the University of Kansas, presented a timely and thought-provoking lecture: *IDEA, Learned Dependency, and Personal Responsibility.* Dr. Turnbull provided CLD members a perspective on historical and legal aspects of IDEA with an eye toward the future.

Rud Turnbull

Dr. Judy Engelhard was the **Floyd G. Hudson Award Winner** for 2008. A professor emeritus at Radford University in Virginia, and currently associate dean in the College of Education at Coastal Carolina University, South Carolina, Dr. Engelhard's contributions to the field of learning disabilities at the state and national levels are numerous. She has served the field in many capacities, including leadership positions, teacher educator, and always as a strong advocate for children and youth with disabilities.

Outstanding Educators/Teachers of the Year were **Nancy Carlson** from the Colorado Chapter, **Jerrianne Sillery** from the Northwest Chapter, **Charlotte Jones** from the CLD of the Carolinas Chapter, and **Kristyn B. Shephard**

Monica Lambert (CLD Board of Trustees Leadership Committee Chair), Judy B. Englehard (Floyd G. Hudson Award Winner), Kristyn B. Shephard (Outstanding Educator/Teacher of the Year, Virginia Chapter), Nancy Carlson (Outstanding Educator/ Teacher of the Year, Colorado Chapter), Charlotte Jones (Outstanding Educator/Teacher of the Year, CLD of the Carolinas), and Dan Boudah (CLD President); not pictured: Jerrianne Sillery (Outstanding Educator/Teacher of the Year, Northwest Chapter)

Don Deshler (University of Kansas), Dan Boudah (CLD President, East Carolina University), Monica Harris (2008 Outstanding Researcher Award Recipient, Grand Valley State University), and Jean B. Schumaker (University of Kansas)

(continues on page 2)

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*Undergraduate student attendees from The University of Texas, Permian Basin; Supervisor, Dr. Karen Smith: Bottom row – **Daisy Maldonado** and **Blythe Phillips.** Center row – **Claudia Calleros, Monica Smith,** and **Sarah Anderson.** Top row – **Crystal Castillo, Briana Pantaleo, Sue Knight, Kendra Strube, Nancy Agundiz,** and **Betty Jones***

from the Virginia Chapter. These educators were commended for their exemplary service to children with learning disabilities, their families, and their communities.

Dr. Monica Harris received the **Outstanding Researcher Award for 2008.** Monica conducted a special session in which she discussed her work *The Effects of Strategic Morphological Analysis Instruction on the Vocabulary Performance of Students With and Without Learning Disabilities.* Dr. Harris is an assistant professor at Grand Valley State University, Michigan.

The CLD conference participants had an extraordinary Special Session this year: The **J. Lee Wiederholt Distinguished Lecture Panel.** Participants had the privilege to hear a prominent group of scholars and past presidents of CLD: **Drs. Don Hammill, Don Deshler, Gerald Wallace,** and **Virginia Brown.** History came to life as they talked about past events in the field of LD, including a discussion of Dr. Wiederholt's

history of LD book. The panel also discussed current issues (e.g., RTI, non-categorization) in the field and linked them to the past. These eminent scholars continue as strong advocates for individuals with LD. As Dr. Hammill said, "History repeats itself."

Our student local arrangement committee did a fantastic job! A big thank you to **Dan Pollitt, Suzanne James, Blake Hansen, Virginia Cook, Lesli Novosel, Michael Kennedy,** and **Karen Seals,** all from the University of Kansas. They really helped to make sure everything was organized and that the conference ran smoothly. Sincere thanks to **Mary Provost,** conference director, for her time and dedication to CLD. Thank you, **Teresa Montani,** my local arrangements co-chair, and all of you who volunteered your time and energy.

Silvana Watson, PhD
Local Arrangements Co-Chair
Old Dominion University

COMMITTEE/CHAPTER REPORTS AND NEWS

The *Colorado Chapter* will host its seventh annual conference, "Math on the 'Planes'," in Denver, on February 27th and 28th, 2009. Dr. Anna McTigue will give the Keynote Address. For more information about Dr. McTigue and her associates, visit the following website (*http://www2.edc.org/accessMath/default.asp*). For conference information, please contact Conference Chair Kyle Hughes (*kyle.hughes@yahoo.com*).

WWW.CLDINTERNATIONAL.ORG

Visit the CLD website for all the latest updates! Read CLD's Annual Report, position papers, conference news, committee information, Infosheets, and much more.

Contact Information

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• Access your complimentary, members-only subscription to *Intervention in School and Clinic* through the CLD website. Simply log-in through our Members' Only portal (*https://www.cldinternational.org/Login/Login.asp*) and then click on the link provided.

• CLD members: to activate your free access to *Learning Disability Quarterly,* register with IngentaConnect (*http://www.ingentaconnect.com*). Once you have completed the initial registration, select Personal Subscriptions. Select *Learning Disability Quarterly* and enter your subscription number (your CLD membership number). You will be notified by e-mail once your online access has been activated.

Dear CLD colleagues,

These are trying times. You don't need me to tell you that. Certainly, some of what we thought was true economically and otherwise has proven to be different. Honestly, I don't even like looking at my investment statements right now. Where we place our trust and our money has become of great concern. Where we place our time and our energy is also important, and it always has been. Now, clearly, I am not qualified to offer you advice on your retirement savings or other investments, and I would never pretend to do so. But could it be, similar to what Dickens wrote in *A Tale of Two Cities,* that this is the worst of times AND the best of times? Could this be an opportunity for you and me to reevaluate money and time, and make changes that are for the better? Could that not also be true for the Council for Learning Disabilities?

I want you to know that the CLD Board of Trustees made some important changes to our assets portfolio about a year ago, and we are all glad that we did. Our assets are in better shape than they would

have been otherwise, and in recently reevaluating our positions, we are confident that we are in a sound position now and for the future. Like our capital assets, CLD also holds important knowledge and expertise resources. How we utilize those is based first on our mission and second on needs and opportunities that present themselves. In short, we are currently in the midst of considering ways to better serve you, the field of learning disabilities, and the field of education-at-large. How we serve through our website, how we serve through our annual conference, how we serve in other valuable ways—these are all the topics of current discussion. Please join us in this endeavor by emailing your ideas and feedback to our website or to me directly via email.

Frankly, this point in time is a little scary, but it is also exciting. Change certainly can be like that. And it is no mistake that we are who we are, and where we are, at this point in time. We have what it takes to make this the best of times for the students and educators whom we serve.

With great respect and sincerity,

Daniel J. Boudah, PhD
East Carolina University
CLD President, 2008–2009
boudahd@ecu.edu

Universal Design for Learning:
Addressing Learner Differences from the Start in Content Classrooms

Christopher P. O'Brien
University of North Carolina at Charlotte

Mr. Thompson is getting frustrated, as his eighth-grade social studies classes have increasingly become enrolled with students in special education with limited support from the special education teacher. He now has nine students with learning disabilities (LD) and several other students considered "at-risk" in his last-period "inclusion" class. Unfortunately, Mr. Thompson has always relied on traditional textbook instruction and doesn't know how to reach all these students with such diverse learning needs.

In recent years, U.S. schools have witnessed two major trends that substantially affect the way we provide education to children in public schools: the inclusion movement—particularly for students with learning and other high-incidence disabilities—and the No Child Left Behind Act (2001), which engendered an "accountability era" in which school and student performance are measured by high-stakes tests. Often caught in the crossfire of these two movements

have been content teachers (e.g., social studies), whose classrooms are often seen as a logical opportunity to mainstream (or *include*) struggling students in the secondary school years, but who are still held accountable for high-level student performance despite considerable learner differences (Passe & Beattie, 1994).

Why Do Students With LD Struggle in Content Classrooms Such as Social Studies?

Despite common efforts at inclusion of students with LD in secondary content classes such as social studies, the rigor of the subjects often highlights the students' primary areas of academic struggle. Classes like history, geography, and economics require strengths in reading fluency, reading comprehension, written expression, and note-taking; retention of a vast body of new vocabulary; and high-level conceptual understanding. Educators might notice that most of these areas of academic struggle are typical to the average adolescent in our classrooms—not just students with LD. The diversity of abilities and readiness among our students, combined with the challenge of an ever-expanding curriculum, compels us to design instruction that anticipates learner differences. Notably, this inclusive instructional approach should not abandon all of the strong research on teaching students with LD but instead (a) apply those principles

to instruction for *all* students and (b) emphasize a systematic integration of multiple strategies in order to reach all learners.

New Developments: A UDL Approach to Teaching Social Studies

The literature on teaching students with disabilities can sometimes appear disjointed, only providing insights into the effectiveness of individual strategies in specific, isolated contexts rather than exploring the use of an integrated framework for teaching students in inclusive, accountability-driven classrooms. Putting the pieces together allows an image to appear of a universally designed learning (UDL) environment in which teachers have proactively embedded an instructional plan containing a multitude of content enhancements and learning strategies to meet the learning needs of a broad spectrum of students. The UDL classroom (see *http://www.cast.org*) sets students up for success rather than reactively responding to common differences in academic potential that are exacerbated by the limited accessibility inherent in textbook-driven social studies instruction (Rose & Meyer, 2005).

Instead of focusing on individual student limitations, the UDL approach assumes students *will* come to class with unique needs and a range of strengths and weaknesses. Some students are able to solve complicated problems and participate in high-level discussions if they have the appropriate background knowledge, but they may not be able to independently complete the high-level reading tasks on which discussions are based (Rose & Meyer, 2002, 2005). For many students, the major limitation of social studies instruction is their teachers' reliance on textbooks as the primary means of instruction. From a UDL perspective, one might question where the true disability lies—with the student who cannot derive meaning from print or with a textbook that fails to convey meaningful understanding of the topic.

The concept of UDL is a perspective on instructional design based on three main principles: (1) multiple means of engagement, (2) multiple means of representation (e.g., images, text, sound), and (3) multiple means of expression, which offer students choices as to how they demonstrate their learning/knowledge (Rose & Meyer, 2005). Rose and Meyer noted, "These three principles, implemented with new media, can help educators set goals, individualize instruction, and assess student progress" (p. 69). New media and recent developments in computerized technology provide tremendous opportunities for advancing the accessibility of high-level content beyond traditional methods. Ultimately, though, a UDL lesson in social studies means that the teacher systematically implements multiple strategies for presenting challenging curricula such that students have multiple access points to learning and demonstrating their mastery of content.

Let's say that a history teacher is teaching a critical event like the Civil War. In a UDL classroom, the textbook does not dictate the pace or style of instruction but rather is seen as one resource. In this example, the teacher would determine what is essential about this unit. Students would typically be expected to develop understanding of the factors that contributed to the United States' descent into war (e.g., sectionalism, slavery), the major events of the war (e.g., how the federal government forcibly returned the South to the union), and the consequences or legacy of the war (e.g., economic devastation of the South, constitutional changes, gradual progress for African-American rights, the assassination of Lincoln). When examining the big picture of this unit, it is fascinating to see how many ways this information could be taught to students, how many resources could be utilized, and how many personally relevant facets of the war era students could study in detail, provided they are given explicit instruction on the points of larger significance (Lenz, Deshler, & Kissam, 2004). Finally, it begs this question: How do students demonstrate their understanding of this information? We know that students with LD rarely thrive when taking multiple-choice or essay tests. Most important, do these tests really assess enduring understanding? So, how can teachers provide multiple means of representation, expression, and engagement in a typical social studies classroom?

Providing Multiple Means of Representation

In a UDL classroom, students experience content with the assumption that they have varying levels of readiness or background knowledge, varying abilities to complete reading tasks, and varying abilities to conceptualize abstract concepts. To address these learner differences, teachers can begin by offering accessible instructional materials. Although we would like all of our students to independently decode text, the real goal of content classes is content acquisition, regardless of how you get there (O'Brien, 2007). If students cannot read the textbook independently, teachers can take advantage of digitized textbooks (see *http://www.nimac.us*) and offer students the opportunity to listen to their text using text-to-speech (TTS) software (see free download at *http://www.naturalreaders.com*). Of course, strong content resources on the Web (from Wikipedia [*http://www.wikipedia.org*] to the Digital History site [*http://www. digitalhistory.uh.edu*]) are perfectly designed for TTS access, given their digital presentation. Other free, public sites even offer reading materials as audio files so that students can download them and listen on an iPod or on a computer in the classroom (for public domain literature in an audio format, see Librivox [*http://www.librivox.com*]).

Video is a logical aid in providing multiple representations of content, whether it be short clips from movies or documentaries, classroom-ready footage on TeacherTube (*http://www.teachertube. com*), or Web collections of multimedia teacher resources (e.g., Annenberg Media [*http://www.learner.org*]). In recent years, studies of history instruction for students with LD have shown promising results for integrating multimedia anchored instruction—short video segments (e.g., *Eyes on the Prize*) combined with cooperative learning strategies, various learning strategies for text analysis, and use of primary sources and other expository texts (see Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006).

Also, a core element of the University of Kansas Strategic Instruction Model (*http://www.ku-crl.org*) is the Content Enhancement series, which includes SMARTER planning and the Course and Unit Organizer Routines. These strategies all have incredible relevance for social studies instruction by focusing on what *big ideas* are most relevant in the content and helping students see abstract concepts and connections using explicit instruction and graphic organizers (Lenz et al., 2004). Graphic organizers are critical in UDL; they help students to grasp abstract concepts and make critical information overtly obvious (Hall, Meyer, & Strangman, 2005). Teachers and students can also create their own graphic organizers using free Web resources (e.g., the brainstorming website bubbl.us [*http://www.bubbl.us*]).

Of course, reading comprehension strategies are critical to content-area reading experiences (even when listening), and instruction should emphasize use of strategies for enhancing the learning process—those strategies that enhance conceptual understanding (i.e., Unit Organizer Routine; Lenz et al., 2004) and aid in retention of new vocabulary (see LINCS strategy; Ellis, 2000) and metacognitive strategies that help students to self-monitor their comprehension (Paraphrasing strategy; Lenz et al.,

2004). Various learning strategies in the University of Kansas Strategic Instruction Model (*http://www.ku-crl.org*) offer excellent tools for students, and many of these strategies can be easily embedded in whole-class instruction.

Providing Multiple Means of Expression

Providing multiple means of expression means that students are supported in executive functioning (i.e., strategies for completing complex tasks) and provided extensive scaffolding (i.e., supports, prompts) for task completion. Teachers should design instruction based on the assumption that their students will come to class with inconsistent levels of proficiency with metacognition (i.e., the ability to assess their own learning) and self-monitoring. Teachers should embed learning strategies into units of instruction and prompt students to use these strategies at appropriate times. For example, rather than assuming that students will have prepared strategies for studying for the next unit test, the teacher might give them a checklist with tips on studying a large set of historical information. Teachers could support students in learning strategies for writing (e.g., PENS Sentence-writing strategy) and test taking (e.g., PIRATES test-taking strategy) but also allow other meaningful expressions of understanding when the goal of the lesson is not *limited* to writing or test taking (Lenz et al., 2004).

The focus is on content relevance, rather than basic skills, so students will have options for demonstrating competence. Perhaps in addition to the typical essay assignment, teachers could offer the option of creating multimedia presentations with relevant images and audio narration. Furthermore, assistive technologies (AT) are implemented in a universal fashion such that all students, not just those enrolled special education who are entitled to AT services, will see keyboarding skills and word processing as valuable and logical ways to express themselves, in addition to using voice recognition software, such as Dragon Naturally Speaking (*http://www.nuance.com/naturallyspeaking*).

Providing Multiple Means of Engagement

Too often, secondary instructional design lacks opportunities for students to become personally engaged in the content. In a UDL approach, teachers acknowledge that students are more successful when they are motivated by personal interest. Students are given choices about their learning and will experience extended units of instruction with opportunities to select individualized ways of learning content that are personally relevant. They may also have opportunities to complete tasks in ways that are most personally engaging, such as choices between independent versus group work or traditional materials versus Web-based research. For example, students might choose a specific topic about the Civil War to study in more detail (e.g., reading the diary of a mother in the South to study the experience of women during the war or using Google Earth [*http://earth.google.com*] to develop a satellite-view map of Civil War battlefields and troop movements).

The UDL Approach: Not Just One More Thing

When attempting to implement UDL in the classroom, teachers approach an instructional unit with the mindset that over an extended period of time they will give students multiple ways of accessing content knowledge, engage the students in the content in a way that is interesting and personally relevant, and allow students to demonstrate competence in varied ways. In contrast to many approaches in education, this is not a prepackaged program, and every lesson will not explicitly include all of these elements. UDL lessons are goal-driven. Teachers must have a strong sense of the over-arching theme of relevance for the current lesson and how this lesson builds upon prior knowledge and prepares students for the next level of content (Hall et al., 2005).

Reflecting on the developments in instructional strategies for students with LD in recent years, we can be encouraged by our ability to offer critical information to students in ways that are more explicit, more attainable, and more engaging. Essentially, the UDL framework asks educators to look at all of our research on individual modifications, content enhancements, and learning strategies as different pieces of a puzzle that—with the help of digital technology—result in a rigorous secondary curriculum that is accessible to students with a broad range of needs and talents.

> *Teaching in a manner consistent with UDL, Mr. Thompson recognizes that there is not such a clear line between his "regular students" and students in special education. The UDL approach creates an inclusive classroom in which all students are learning and are prepared with the enduring understanding of critical social studies content through an instructional focus on what students need and how they will best learn the content. All of Mr. Thompson's students will benefit.*

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CALL FOR PROPOSALS

31st International Conference on Learning Disabilities:
"LD Round-Up: Responsive Assessment and Instructional Practices"
Dallas, Texas • October 2nd & 3rd, 2009

The Council for Learning Disabilities (CLD) invites proposals from the full range of professionals who serve individuals with learning disabilities, including classroom teachers, administrators, speech–language pathologists, diagnosticians, researchers, higher education teacher preparation faculty, consultants, and others.

PROPOSAL TOPICS AND STRANDS
Presentations are invited for:

Evidence-Based Practices in Reading
Focus is on the use of research-based practices to support students who are struggling to read at all grade levels. This strand highlights the use of assessment measures to diagnose reading disabilities and inform responsive instructional decision making. Presentations emphasize the use of evidence-based practices that align with state standards and evaluations. Presentations that address technology to support assessment and instruction are also encouraged.

Evidence-Based Practices in Written Expression
Focus is on the use of research-based practices to support students who are struggling to write at all grade levels. This strand highlights the use of assessment measures to diagnose written language disabilities and inform responsive instructional decision making. Presentations emphasize the use of evidence-based practices that align with state standards and evaluations. Presentations that address technology to support assessment and instruction are also encouraged.

Evidence-Based Practices in Mathematics
Focus is on the use of research-based practices to support students who are struggling with mathematics at all grade levels. This strand highlights the use of assessment measures to diagnose written mathematics disabilities and inform instructional decision making. Presentations emphasize the use of evidence-based practices that align with state standards and evaluations. Presentations that address technology to support assessment and instruction are also encouraged.

Effective Content Area Instruction (Science and Social Studies)
Focus is on evidence-based practices and instructional accommodations that teach elementary, middle, and high school students how to effectively learn concepts in content areas (science and social studies) in general education classrooms. Presentations that address technology to support universal design and access are also encouraged.

Evidence-Based Practices in Behavior Interventions and Positive Behavioral Supports
Focus is on planning, implementation, and evaluation of effective school-wide, classroom, and/or individual student behavioral techniques. Presentations highlight behavioral or social skills interventions that support at-risk students and students with learning disabilities or other special needs.

Responsive Practices in Cultural and Linguistic Diversity
Focus is on responsive and effective practices to support the education of students with learning disabilities from culturally and linguistically diverse backgrounds. Presentations may also address response-to-intervention (RTI) practices that are effective for culturally and linguistically diverse students.

Current Research, Issues, and Policy in Special Education
Focus is on current research, issues, and policy in special education and learning disabilities nationally and internationally. Presentations may also focus on current issues in assessment and identification of individuals with learning disabilities, including RTI and/or the preparation and support of education professionals.

Effective Practices in Collaboration and Inclusion
Focus is on research and best practices in collaboration, inclusion, and co-teaching to support students who are at-risk or have learning disabilities or other special needs. Presentations that highlight experimental, descriptive, or qualitative research are encouraged.

### Responsive Practices in Transition: Early Childhood, Secondary, and Adult
Focus is on transitions throughout the lifespan and includes topics such as families, self-advocacy, transition and futures planning, postsecondary education, interagency collaboration, and other related topics. Presentations that address the unique needs of secondary and college-age students with learning disabilities are encouraged.

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

1. Complete the proposal form on the next page. All information must be typewritten.
2. Each lead presenter who submits a proposal may participate in only one session. Presenters whose name appears on multiple proposals will be considered for the first proposal received, and their names will be removed from subsequent proposals. Participants may submit up to one additional proposal only for a poster session. All presenters must register for the conference.
3. Complete the FINAL CHECK to ensure that all requested information is included. *Mail proposals to CLD by Monday, February 2, 2009* (no faxes, please). Also, email an electronic version of your proposal to: *mcprovost@bellsouth.net*. <u>In the body of the email,</u> please provide the title, 50-word abstract, and all presenters' names, affiliations, and affiliation city/state. See "Final Check" section of form for details.

REVIEW PROCESS

The Program Committee, including the Program Chair, the appropriate Strand Chair, and others who are knowledgeable about the topic, will review proposals. Only complete proposals will be considered. All proposals must have supporting literature. The Program Committee is seeking presentations that are unique and innovative. Preference will be given to proposals that provide sound empirical or theoretical support for the topic. A broad array of topics that are appropriate for the learning disabilities field and that encourage a variety of presentation formats will be selected. The Session Leader will be advised by email of the Program Committee's decision by the end of May 2009.
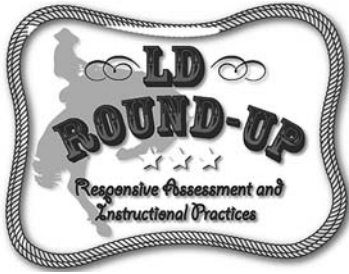
31st International Conference on Learning Disabilities
Dallas, Texas
October 2nd & 3rd, 2009

PROPOSAL
(Due Monday, February 2, 2009)
Please type information

TITLE OF PROPOSAL (10 words or less):

_____

_____

ABSTRACT (50 words or less):

_____

_____

_____

_____

_____

STRAND (Check the strand that best describes your proposal)

_____ Evidence-based Practices in Reading

_____ Evidence-based Practices in Written Expression

_____ Evidence-based Practices in Mathematics

_____ Effective Content Area Instruction (Science and Social Studies)

_____ Evidence-based Practices in Behavior Interventions and Positive Behavioral Supports

_____ Responsive Practices in Cultural and Linguistic Diversity

_____ Current Research, Issues, and Policy in Special Education

_____ Effective Practices in Collaboration and Inclusion

_____ Responsive Practices in Transition: Early Childhood, Secondary, and Adult

PRESENTATION FORMAT PREFERENCE (select one)

_____ Roundtable Discussion (1-hr. session)

_____ Regular Presentation (1-hr. session)

_____ Panel Discussion ____ 1-hr. or ____ 2-hr. session

_____ Poster Session (1-hr. session)

_____ Mini-Workshop (2-hr. session)

Would you be willing to accept another format?

_____ Yes: specify _____

_____ No

AUDIOVISUAL

Audiovisual equipment will be arranged with the hotel or an outside vendor. After a contract is negotiated, CLD will inform speakers as to what equipment will be available and if there will be any associated fees. Please indicate your preference for equipment below to assist us in negotiating a contract that meets your needs.

_____ Overhead projector   _____ LCD projector   _____ Projection screen (standard)

Do you need wireless Internet access for your presentation? ____ Yes   ____ No

PROPOSAL DESCRIPTION (Attach a description of your proposal: 250–300 words)

1. <u>Research proposals</u> should include a brief explanation of the research and results with a classroom application component.
2. Proposals for <u>instructional/behavioral practices and programs</u> should describe the procedures/programs and materials and include supporting literature.
3. Proposals for <u>assessment practices</u> should describe the measures and their use for identification or instructional decision-making purposes.

CONTACT INFORMATION (Please use address where we can reach you year round.)

Session Leader _____

University/School/Company Representing (if applicable) _____

University/School/Company Location _____ City/state _____

Title _____

Year-Round Address _____

City _____ State _____Zip_____

Phone (____)_____ e-mail _____

(CLD will communicate with the session leader primarily through email).

Session Presenters _____

University/School/Company Representing (if applicable) _____

University/School/Company Location _____ City/state _____

Title _____

Address _____

City _____ State _____Zip_____

Phone (____)_____ e-mail _____

(Attach separate sheet for additional session participant names)

PLEASE NOTE: ALL PRESENTERS MUST REGISTER FOR THE CONFERENCE.

If this proposal is accepted, I agree to make the presentation at the assigned time. ***I understand that acceptance of the proposal does not exempt presenters from paying conference registration.*** I further understand that any audiovisual equipment used in the presentation, other than standard overhead projector and screen, will be the responsibility of the presenters.

_____   _____

Signature of the Session Leader   Date

FINAL CHECK

Incomplete proposals or proposals that do not follow the instructions will be returned to the Session Leader. Please double-check the contents of your proposal.

Materials

✔   3 copies of the completed Proposal   ✔   3 copies of the 250–300 word description

Send by *both* of the following ways by MONDAY, FEBRUARY 2, 2009 (PLEASE DO NOT FAX!)

1. Via regular mail to the following address:
   Conference Program Director, Council for Learning Disabilities, PO Box 2266, Mount Pleasant, SC 29765   Phone: (843) 971-2980
2. Via email to: *mcprovost@bellsouth.net*
   In the body of the email, please provide the title; 50-word abstract; and all presenters' names, affiliations, and affiliation city/state.

YOU CAN DOWNLOAD THE PROPOSAL FROM THE CLD WEBSITE

www.cldinternational.org