



A Publication of the Council for Learning Disabilities

January 2010

President's Message

Greetings!

As we begin a new year, it's time to look back at our successes of the past year and forward to new ventures in the upcoming year for the Council for Learning Disabilities. This past year, our 31st International Conference in Dallas, Texas, was a success. I'd like to express thanks to all of you who attended, supported, and presented at the conference. A special appreciation is due to the **Local Arrangements Committee**, chaired by **Joyce Rademacher** and **Jane Pemberton** from Texas Women's University. The camaraderie, superb information, and shared research were a hallmark of CLD's commitment to quality advocacy and professional development. Many of the conference events, including recognition of our award winners, are highlighted in this issue of *LD Forum*.

The Board of Trustees (BOT) addressed many areas of importance to the organization during the fall meeting. Fiscal responsibility, organization resources, and conferences were topics on which board members shared information and ideas, and upcoming committee efforts will be devoted to these areas. Please look for updates in upcoming committee reports throughout this year in *LD Forum* or on the CLD website. As is the case for many nonprofit organiza-

tions, for CLD the economic climate of this past year has been challenging. We will certainly weather these storms, and CLD will continue to remain a viable, supportive, and significant resource for its members and the professional community. These circumstances, however, have prompted the BOT to consider potential options in the utilization of our resources for efficiency and the impact on members and the field. One group, for instance, is looking at the format and focus of the 2011 conference. As we continue these discussions in the upcoming year, we will update members and seek input.

I remain privileged to serve CLD and its members this year as President. I encourage you to contact myself or any BOT member with your ideas or a desire to get involved in the leadership or the national activities of CLD.



With warmest regards,

Christina Curran
CLD President 2009–2010

Nominations Open for 2010 Awards

Each year, the Council for Learning Disabilities honors **Outstanding Educators/Teachers of the Year** from our local chapters. If you know an exceptional educator/teacher, please help us honor his or her work. To honor professionals who serve individuals with learning dis-

abilities for their outstanding performance and commitment, CLD also annually bestows the **Floyd G. Hudson Outstanding Service Award**. To nominate an outstanding teacher or professional for one of these honors, please visit CLD's website (<http://www.cldinternational.org>).



LD ROUND-UP: Conference 2009 Report

On October 2nd and 3rd, the Council for Learning Disabilities held its 31st annual international conference in Dallas, Texas. On Friday, full-day workshops included *Dynamic Vocabulary Instruction* by **Anita Archer**; *Implementing Universal Design for Learning and Assistive Technology in RTI Models*, by **Dave Edyburn**; and *Make Sense Strategies* by **Ed Ellis**. Half-day workshops covered a variety of current topics, such as *Preventing Mathematical Difficulties in the Early Grades: Interventions That Work!*, *Improving Mathematical Problem-Solving for Middle School Students with Learning Disabilities*, *Responsive Secondary Reading Practices*, and *The Use of Progress Monitoring Within Response to Intervention*, among others. The Friday poster session presented 34 more exciting topics. *Professional Development Designed to Promote Cultural Proficiency in Pre-Service Special Education Teachers*, *Providing Correctional Feedback to Students with Learning Difficulties*, and *Effective Methods for Teaching Content Area Curricula* were just a few of the wonderful posters that were shared.

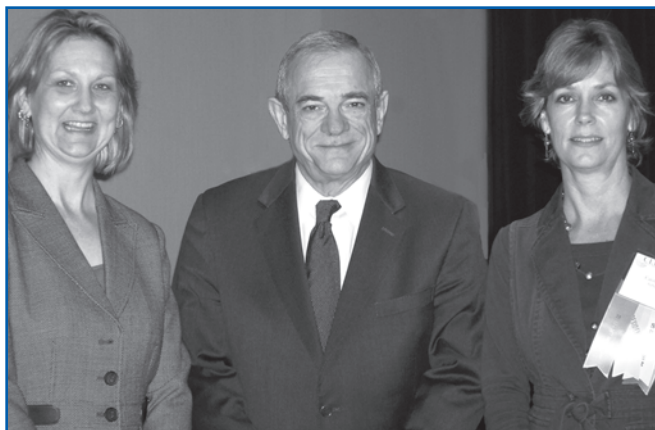
CLD was honored to have **Dan Reschly** of Vanderbilt University deliver the keynote address, *Response to Intervention: Overcoming Barriers to Success*. Dr. Reschly spoke of the promise of RTI and focused attention on the importance of data-driven decision-making using valid, reliable measures sensitive to change, along with the importance of preparing educators to implement scientifically based interventions, given sufficient resources and knowledge to monitor progress.

This year's **Floyd G. Hudson Award** winner was **Kyle Hughes**. Kyle has been a special educator for 34 years as a teacher, learning specialist, and teacher educator. She has served on numerous taskforces for the Colorado Department of Education and as a consultant to the Department of Human Services, and she is currently a court-appointed special advocate. Kyle is an active member of Colorado CLD and a past president of her chapter.

The **2009 Outstanding Educators/Teachers of the Year** were **Kristin R. Radloff** from the Colorado Chapter, **Richard D. Hathaway** from CLD of the Carolinas Chapter, and **Cindy Greer** from the Texas Chapter. These educators were honored for their exemplary service to children, families, and the communities in which they serve. CLD commends them for their exceptional work.



Award Winners: **Kristin Radloff** (Outstanding Educator/Teacher of the Year, Colorado Chapter), **Kyle Hughes** (Floyd G. Hudson Award winner), **Cindy Greer** (Outstanding Educator/Teacher of the Year, Texas Chapter), and **Richard D. Hathaway** (Outstanding Educator/Teacher of the Year, CLD of the Carolinas Chapter)



Chris Curran (CLD President), **Dan Reschly** (Keynote speaker), and **Cari Dunn** (CLD President-Elect)

Sarah R. Powell of Vanderbilt University received the 2009 Outstanding Research Award. On Saturday, she conducted a special session titled *Contribution of "Equal-Sign" Instruction Beyond Word-Problem Tutoring for Third-Grade Students with Mathematics Difficulties*. In her study, which investigated the efficacy of equal-sign instruction, third graders who received this instruction demonstrated significant gains on equations and word problems.



2010 CALL FOR PROPOSALS

32nd International Conference on Learning Disabilities
Myrtle Beach, South Carolina
October 8th & 9th, 2010

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

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:

Effective Practices in Collaboration and Inclusion

Focus is on models of effective collaboration for students with special learning needs. Presentations should emphasize research and best practices in collaboration, inclusion, and co-teaching to support students who have LD, are at risk, or have other special learning needs.

Evidence-Based Practices in Literacy

Focus is on evidence-based practices to support students who are struggling to read and write at all grade levels. This strand highlights the use of assessment measures to diagnose reading and writing disabilities and inform responsive instructional decision making for struggling learners. Emphasis should be on 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 evidence-based practices for supporting students who are struggling with mathematics at all grade levels. This strand highlights the use of assessment measures to diagnose mathematics disabilities and inform instructional decision making for struggling learners. Presentations should emphasize the use of 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 schoolwide, classroom, and/or individual student behavioral techniques. Presentations should highlight behavioral or social skills interventions that support students who have LD, are at risk, or have other special learning needs.

Responsive Practices in Cultural and Linguistic Diversity

Focus is on responsive and effective practices to support the education of students with LD from culturally and linguistically diverse backgrounds. Presentations may also address response-to-intervention

(RTI) and assessment practices that are effective for culturally and linguistically diverse students.

Evidence-Based Practices in Transition

Focus is on transitions throughout the lifespan. Includes topics such as families, self-advocacy, futures planning, postsecondary education, and interagency collaboration. Presentations that address the unique needs of secondary and college-age students with LD are encouraged.

Nonverbal LD and ASD

Focus is on effective practices to support the education of students with nonverbal LD and autism spectrum disorder. Presentations may also focus on issues related to assessment and identification.

Current Issues, Research, and Policy in Special Education

Focus is on current research, issues, and policy in special education and LD nationally and internationally. This includes current issues in assessment and identification of individuals with LD, including RTI, and the preparation and support of education professionals, including mentoring and induction programs for beginning teachers.

Current Issues in School Administration

Focus is on practices for administrators that relate to the effective delivery of services to students with LD, including how evidence-based practices for students with LD can be aligned with school-wide initiatives for all students.

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

1. Complete the proposal form. All information must be type-written.
2. Speakers may be listed as a lead presenter once only. All presenters must register for the conference.
3. Complete the FINAL CHECK to ensure that all requested information is included.
4. Mail proposals to CLD by **Monday, February 1, 2010** (no faxes, please). Also, email an electronic version of your proposal 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 (no attachment). See final check for details.

REVIEW PROCESS

The Program Committee, including the Program Chair, the appropriate Strand Chair, and others 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 providing sound empirical or theoretical support for the topic. A broad array of topics that are appropriate for the LD 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 2010.



PROPOSAL FORM

**32nd International Conference on Learning Disabilities
Myrtle Beach, South Carolina, October 8th & 9th, 2010**

(Due Monday, February 1, 2010)

Please type information

TITLE OF PROPOSAL (10 words or less):

ABSTRACT (50 words or less):

STRAND (Check the strand that best describes your proposal)

- | | |
|--|--|
| <input type="checkbox"/> Effective Practices in Collaboration & Inclusion | <input type="checkbox"/> Responsive Practices in Cultural and Linguistic Diversity |
| <input type="checkbox"/> Evidence-Based Practices in Literacy | <input type="checkbox"/> Evidence-Based Practices in Transition |
| <input type="checkbox"/> Evidence-Based Practices in Mathematics | <input type="checkbox"/> Nonverbal LD and ASD |
| <input type="checkbox"/> Effective Content Area Instruction (Science and Social Studies) | <input type="checkbox"/> Current Issues, Research, and Policy in Special Education |
| <input type="checkbox"/> Evidence-Based Practices in Behavior Interventions and Positive Behavioral Supports | <input type="checkbox"/> Current Issues in School Administration |

PRESENTATION FORMAT PREFERENCE (select one)

- | | |
|--|--|
| <input type="checkbox"/> Roundtable Discussion (1-hr. session) | <input type="checkbox"/> Mini-Workshop (2-hr. session) |
| <input type="checkbox"/> Regular Presentation (1-hr. session) | Would you be willing to accept another format? |
| <input type="checkbox"/> Panel Discussion ___ 1-hr. or ___ 2-hr. session | <input type="checkbox"/> Yes: specify _____ |
| <input type="checkbox"/> Poster Session (1-hr. session) | <input type="checkbox"/> 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 below your preference for equipment 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. Research: should include brief explanation of the research and results. When appropriate, include a classroom application component.
2. Instructional/behavioral practices & programs: should describe the procedures/programs and materials and include supporting literature and/or research.
3. Assessment practices: 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 _____
 Year-Round 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 ME FROM PAYING CONFERENCE REGISTRATION.*** I further understand that I might be responsible for fees associated with Internet access and audiovisual equipment, other than standard overhead projector and screen.

 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.

- ✓ 3 copies of the completed Proposal ✓ 3 copies of the 250–300 word proposal description
- ✓ Mail (please do not fax) hard copies of the proposal by ***February 1, 2010***, to:
Conference Director
Council for Learning Disabilities
PO Box 2266
Mount Pleasant, SC 29465
- ✓ Email an electronic version of the proposal by ***February 1, 2010***, 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.

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LD Forum Review Board

LD Forum would like to present the members of our newly formed peer review board and invites individuals interested in reviewing manuscripts for *LD Forum* to email the editor, **Cathy Newman Thomas** (thomascat@missouri.edu) with their name, affiliation, and topics of interest.

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Educational Consultant

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Sarah Johnston-Rodriguez

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University of Missouri

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Caroline Dunn

Auburn University

Kathleen Hughes

The University of Texas–Austin

Jennifer Porterfield

The University of Texas–Austin

CLD Information Central

CLD Mission, Vision, & Goals

Mission Statement: The Council for Learning Disabilities (CLD) is an international organization that promotes evidence-based teaching, collaboration, research, leadership, and advocacy. CLD is composed of professionals who represent diverse disciplines and are committed to enhancing the education and quality of life for individuals with learning disabilities and others who experience challenges in learning.

Vision Statement: Our vision is to include all educators, researchers, administrators, and support personnel to improve the education and quality of life for individuals with learning disabilities and others who experience challenges in learning.

External Goals

1. Promote the use and monitoring of evidence-based interventions for individuals with learning disabilities (LD) and others who experience challenges in learning.
2. Foster collaborative networks with and among professionals who serve individuals with LD and others who experience challenges in learning.
3. Expand our audience to educators, researchers, administrators, and support personnel.
4. Promote high-quality research of importance to individuals with LD and persons who experience challenges in learning.
5. Support leadership development among professionals who serve individuals with LD and others who experience challenges in learning.
6. Advocate for an educational system that respects, supports, and values individual differences.

Internal Goals

1. Ensure efficient, accountable, responsive governance to achieve the CLD mission.
2. Mentor future CLD leaders.
3. Maintain sound fiscal planning and practice.
4. Recruit and retain CLD members.
5. Increase the diversity of our organization.

CLD on the Web

www.cldinternational.org

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

Convenient E-Access to ISC and LDQ

- You can access your complimentary, members-only subscription to *Intervention in School and Clinic* through the CLD website. ISC articles are searchable by keyword, author, or title and are indexed back to 1998. Simply log-in through our Members' Only portal (<https://www.cldinternational.org/Login/Login.asp>) and then click on the link provided.
- CLD members have free online access to *Learning Disability Quarterly* for issues starting with Winter 2007 (Vol. 30, No. 1). To activate your free access, register with IngentaConnect (<http://www.ingentaconnect.com>). Once you have completed the initial registration, select Personal Subscriptions. Select *Learning Dis-*

ability Quarterly and enter your subscription number (your CLD membership number). You will be notified by e-mail once your online access has been activated. For downloadable step-by-step instructions, visit the CLD website. With your free online access, you can receive e-mail alerts and RSS feeds for new issues, interlink between articles to track down other relevant articles, search for topics of interest, and more.

Contact Information

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Overland Park, KS 66210
phone: 913-491-1011 • fax: 913-491-1012
Executive Director: Linda Nease

Author Guidelines

The strategic goals of CLD include the dissemination of research that promotes effective practices for individuals with learning disabilities (LD) and supports the education of students from diverse backgrounds. In light of these goals, CLD's newsletter, *LD Forum*, includes a "Research to Practice" column and a "5 Ways to ..." column, the latter offering evidence-based tips for teachers.

LD Forum invites articles from the full range of professionals who serve individuals with LD, including classroom teachers, graduate students, researchers, teacher preparation faculty, consultants, and others. Manuscripts accepted on an ongoing basis.

Research to Practice Column

- **Purpose:** translate evidence-based research findings on effective interventions and practices in the field of learning disabilities to a practitioner-oriented format that offers educators the guidelines needed to integrate research findings into classroom instruction.
- **Article submission:** electronically to the *LD Forum* editor for peer review. Appropriate articles should offer a brief summary of supporting research, classroom guidelines, and implications that will enable educators to easily implement effective practices. Evidence-based lessons, scripts, and activities will be featured, with a focus on information that easily translates into classroom practice. **Length:** no more than 4–6 double-spaced pages, including a cover page, references, and tables/figures; formatted per APA guidelines

5 Ways to ... Column

- **Purpose:** provide educators with quick access to 5 high-quality, easy to implement, evidence-based tips for teaching organized around a specific theme, such as 5 ways to manage challenging behavior or 5 ways to build reading fluency.
- **Article submission:** electronically to the *LD Forum* editor for peer review. Appropriate articles should provide a single paragraph introduction/statement of the problem, followed by a brief listing of 5 research-supported techniques related to a specific theme. **Length:** No more than 2 double-spaced pages, including a cover page, references, and graphics.

Send manuscripts to: **Cathy Newman Thomas, PhD,**
LD Forum Editor (thomascat@missouri.edu)