



A Publication of the Council for Learning Disabilities December 2016

President's Message



Wow! What an amazing and successful conference enjoyed by all this year. I would like to take this time to thank everyone involved in the planning and implementation of CLD's 38th Annual conference in San Antonio, TX. It definitely 'takes a village' to put on a conference of this size and luckily with our fabulous CLD Board of Trustees, committee members, volunteers, and presenters this conference is one to remember. With over 150 presentations there was information available on all aspects of teaching, research, and service concerning persons with LD. It only seems right at this time to touch on a few of the many impressive highlights from our 2016 conference.

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Congratulations to our 2016 CLD award winners! CLD is certainly proud of each and every one of our award winners.

Also, congratulations and thank you, to our **J. Lee Wiederholt Distinguished Lecturer and Keynote speaker, Dr. Jack Fletcher**, the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair, Department of Psychology University of Houston as our Keynote speaker. We wish to sincerely extend our appreciation to Dr. Fletcher who started the conference off with an incredibly informative and discussion-provoking talk on "*Understanding Dyslexia: What's the Fuss About?*"

Make sure to check out all the great power point presentations available from our conference on the CLD website. If you wish to have your 2016 CLD conference presentation made available on the CLD website, please contact Dr. Anne Brawand, our Communication Committee Chair, at brawand@kutztown.edu.

Our conference committee is already gearing up for our **39th International Conference on Learning Disabilities**, which will be held in historic Baltimore, MD on October 19 and 20, 2017. I strongly encourage you to begin preparations to submit a proposal to the 2017 conference. For informa-

tion on submissions please go to the CLD website (www.cldinternational.org) to access the 2017 Call for Proposals. Please note that submissions are due via the online proposal submission system by **February 1, 2017**.

This year we are extremely fortunate to have three experienced candidates running for Vice-President. Our candidates are Dr. Margaret Flores, Auburn University; Dr. Lindy Crawford, Texas Christian University; and Dr. Kat Pfannestiel, American Institutes for Research. Biographies for each candidate are in this issue for your reading pleasure. Please be on the lookout for voting ballots to be sent in January 2017.

As always, the day before the conference, our BOT meets to plan activities that promote and support the mission and vision of CLD. I am happy to report that membership for CLD is up thanks to the hard work of the Membership Committee. Dr. Diane Bryant has graciously accepted the role of Co-Chair for the Leadership Academy and is taking on revisions proposed by the BOT for this program (more information will be forthcoming). The Technology and Conference Committees are looking into software programs to help streamline our future conference proposal system. With a new government structure entering Washington, the Liaison Committee will be quite busy with legislative news. This

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To Accommodate or Not to Accommodate: A Case Study

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University of North Texas

Bertina Combes, Ph.D.
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Brenda L. Barrio, Ph.D.
Washington State University

Maria B. Peterson-Ahmad, Ph.D.
Western Oregon University

Taylor Darrah, M.S.
University of North Texas

The purpose of this article is to provide teacher educators and practitioners with a case study to help prepare and support pre-service and in-service teachers. This case is an extension to those included in Combes et al. (2016), which outlined current and historical changes to the Council for Learning Disabilities' *Principles of Ethical Practice*. Since the majority of students with learning disabilities (LD) are primarily educated in general education classrooms, there is a need to prepare and assist educators in accommodating students with LD in general education (Kena, Aud, Johnson, Wang, Zhang, Rathbun, & Kristapovich, 2014). Laws supporting the inclusion of students with disabilities in general education have been in place for decades (Stringfellow & Miller, 2005). However, accommodating students with learning difficulties can be a challenge for general educators, especially at the secondary level. Thus, it is important to address this topic as research has noted direct relationships regarding positive teacher attitudes toward inclusion of students with LD and the use of accommodations (Biddle, 2006; Kahn & Lewis, 2014).

The case that follows is intended as a tool to spur discussion and critical thinking about teacher responsibilities associated with appropriately supporting students with LD who need accommodations in inclusive secondary classrooms. The use of ethical case studies affords teacher educators and preservice/in-service educators opportunities for application and stimulation of knowledge acquisition (Dinc & Görgülü, 2002). Specifically, this case includes questions related to ethical concerns and provides an opportunity to engage pre-service and in-service teachers in discussion and problem-solving regarding ethical issues facing education professionals in today's inclusive classrooms.

This framework involves a nine-step process intended as a discussion-oriented strategy to evaluate ethical standards. It is recommended that professionals consider the following when analyzing case studies: 1) compile information about the case, 2) consider the various participants, 3) identify and define the ethical problems, 4) identify some options, 5) complete a theoretical analysis of options, 6) consider the reader's role as a teacher, 7) educate self as time permits,

8) make the decision, and 9) decide how to evaluate and follow up (Warnick & Silverman, 2011). By using this framework, teacher educators and school staff will maintain the dignity of the student, while conscientiously evaluating ethical decision making.

To Accommodate or Not to Accommodate: This is The Question

Lauren Williams is a veteran special education teacher who began her twelfth year teaching as the new special education inclusion teacher at Red Rock High School. Her case load includes students with a range of disabilities, inclusive of those with learning disabilities (LD) and emotional/behavioral disorders (E/BD). When reviewing the previous year's files, she noticed that most of them were complete with updated meeting minutes, six-week grades and current assessment data. She was especially impressed that the files were given to each appropriate general education teacher and documented student strengths, challenges and individualized accommodations and modifications needed in the general education setting. Ms. Williams thought to herself, "These students should be set for a successful year! I hope I will be able to provide the kind of support these teachers have become accustomed."

Recently, a ninth grader named Alessandra was brought to Ms. Williams' attention. Alessandra was diagnosed with a learning disability (LD) and had an individualized education program (IEP) that provided accommodations such as adapted content area tests/quizzes, copies of notes, and assistance with note taking. Alessandra's teachers had shared their concerns with Ms. Williams in email messages and brief hallway conversations indicating specific areas that Alessandra was struggling academically in several of her content area classes. Ms. Fisher, Alessandra's English teacher shared that Alessandra regularly misunderstood new material, did not finish in-class assignments, and often submitted homework late. Coach Lundy, the history teacher, and Mr. Frank, the math teacher, also expressed similar concerns

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(To Accommodate or Not, continued from page 2)

including Alessandra’s failure to take notes and complete tests in a timely manner, not giving close attention to details, and making careless errors. However, Alessandra excelled in fine arts classes and a host of extracurricular activities.

Ms. Williams gathered that Alessandra was exhibiting inattentive behaviors across several of her classes; however, these behaviors were not disruptive. Therefore, she decided to conduct classroom observations of Alessandra. Before observation, Ms. Williams obtained consent to visit each content area class. After over a week of observations, Ms. Williams reviewed her observation notes with the goal of devising a plan of action for Alessandra. Ms. Williams’ observation notes are presented in Table 1.

Questions for Reflection and Discussion

1. What ethical issues are embedded in this case?
2. Which of CLD *Principles of Ethical Practice* were violated?
3. What other observation data might be necessary to develop a plan of action for Alessandra?

4. Should Ms. Adams think about culturally responsive practices before developing a plan of action for Alessandra? Why or why not?
5. How should Ms. Williams address the content area teachers’ adherence to instructional accommodations?
6. Generate a list of specific accommodations or modifications that could be provided for Alessandra in each of her classes.
7. Select accommodations for Alessandra based on universal design for learning (UDL) guidelines/principles.
8. Identify specific technology or assistive technology that could potentially be used to support Alessandra.
9. What should be Ms. Williams’ next steps?
10. Share first-hand experiences and insights you have had in similar situations.

References

Biddle, S. (2006). Attitudes in education. *The Science Teacher*, 73(3), 52-56.

Table 1. Ms. Williams’ Observation Notes

Date	Course	Notes
09/04 9:00–9:55	Biology	Students are writing lab reports based on yesterday’s lab experiment to be submitted by the end of the class period. The report will serve as a study guide for their weekly exam. Ms. Kniffin frequently looks over at Alessandra and notices she is not working. Twenty minutes into the class period, the teacher walks over to Alessandra’s group and says “So you will not fall too far behind, work with your group and get the elements identified. Please, sit up and begin writing something on your paper.” Alessandra sits up as instructed and leans into the group. As Ms. Kniffin passes me, she raises her eyebrow and whispers “What is with her?” At the end of the class period, each group member submits a report. Alessandra submits a paper with very little written on it which will likely not be adequate for test preparation.
09/06 1:30–2:25	English	The focus of the class was the literary elements of symbols and motifs. Alessandra appeared to be listening to instruction. She wriggled in her seat and doodled on her paper. After Ms. Fisher’s instruction, students were asked to work quietly and complete a worksheet. Ms. Fisher sat at her desk and responded to questions when students approached her or raised their hands. Alessandra got up from her seat three times to sharpen her pencil and throw away two different items. Alessandra did not write anything on her worksheet and did not submit the assignment. I noticed as I was leaving the room that Alessandra’s modification folder was sitting open on Ms. Fisher’s desk.
09/10 8:00-8:55	Math	The class begins with a review of homework. Students were allowed to ask questions about difficult problems and make changes to her assignment with colored pencils. Alessandra worked with a peer to correct the assignment. Corrected assignments were submitted to the teacher. Ms. Blackmon introduced the distributive property using an interactive whiteboard. Teacher notes were provided and students were encouraged to write additional comments to support their understanding. Students solved problems in small groups and were able to participate by going to the board to answer questions on a volunteer basis. Alessandra participated in her group, but did not volunteer to go to the board.
09/12 2:30–3:25	U.S. History	When I walked into the classroom, I greeted Ms. Adams, the special education paraprofessional, who was grading papers at the back table. Students were taking a quiz. Alessandra answered three of the ten items before turning in her quiz. Coach Lundy provided a lecture for the remaining thirty minutes of class. Students took notes over the Industrial Revolution. Alessandra did not take notes. Ms. Adams finished grading papers.

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38th International Conference on Learning Disabilities



On October 13th and 14th, the Council for Learning Disabilities (CLD) held its 38th International Conference on Learning Disabilities at the Hilton Palacio del Rio in San Antonio, Texas. Approximately 290 people attended, representing about 30 states in the U.S. and at least 5 other countries.

Keynote Address

Current CLD President Mary Beth Calhoon opened the conference and introduced this year's J. Lee Wiederholt Distinguished Lecturer, Jack Fletcher of the University of Houston. Dr. Fletcher's keynote address, "Understanding Dyslexia: What's the Fuss About?", informed attendees that dyslexia is a real condition but one that can be overcome with early intervention that explicitly addresses the alphabetic principle. He em-



CLD members networking and connecting at the President's Reception.

REMEMBERING THE ALAMO: 2016 Conference Report



Remembering the Alamo during conference down time.

phasized the dimensionality of the constructs involved in, or associated with, this type of learning disability.

Dr. Fletcher's presentation set the tone for the rigorous and relevant sessions offered throughout the two days. There were 17 panel sessions, 27 round tables, and 90 interactive paper sessions that presented research methods, approaches to teacher preparation or professional development, and evidence-based instructional practices for persons with learning disabilities. These crossed academic content areas and included such popular topics as:

- ❖ Guiding Writing Interventions Through Systematic Observational Research presented by Stephen Ciullo, Linda Mason, Diane Pedrotty Bryant, Brian Bryant, and Megan Carroll.
- ❖ Literacy Interventions for Adolescents with Severe Reading Disabilities presented by Mary Beth Calhoon, Michael Hock, Lee Branum-Martin, Irma Brasseur-Hock, and Nanette Fritschmann.

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38th International Conference on Learning Disabilities



Celebrating the CLD 2017 conference in Baltimore at the Poster Session.

- ❖ The Use of a Bar Model Drawing to Teach Word Problem Solving to Students with Mathematics Difficulties presented by the Outstanding Researcher Awardee Lisa Morin.

CLD Award Winners

In addition to the *J. Lee Wiederholt Distinguished Lecturer*, **Jack Fletcher**, CLD recognized a number of other individuals making contributions to the field of learning disabilities. These included the *Floyd G. Hudson Outstanding Service Award* winner **Mary Pitman**, who serves as a math content specialist for the Colorado Department of Education and project director for The New Teacher Project. She was nominated for her extensive work in providing high quality professional development throughout the state. Four state chapters awarded outstanding educators for their service to students with learning disabilities. The *Teachers of the Year* were:

- ❖ Colorado CLD Chapter: **Heather Creech**, speech language pathologist and special education generalist from Cherry Creek High School
- ❖ Nevada CLD Chapter: **Robert A. Schaefer**, special education teacher and department chair from Rex Bell Elementary

- ❖ Texas CLD Chapter: **Lesli Dawn Raymond**, third grade team lead from Beaver Math Science Technology Center
- ❖ Virginia CLD Chapter: **Katrina Williams** special education teacher and department chair from James River High School

The CLD Research Committee hosted their annual Must Reads session to feature the work of authors in three award categories. The first, as mentioned with the panel sessions above, was the *Outstanding Researcher Award* recipient, **Lisa Morin**, who completed her dissertation study on teaching word problem solving to students with mathematics difficulties. The other presenters represented the *Must Reads* from CLD's researcher- and practitioner-focused journals:

- ❖ Presented by **Lara-Jeane C. Costa**: Costa, L-J., C., Edwards, C. N., & Hooper, S. R. (2016). Writing disabilities and reading disabilities in elementary school students: Rates of co-occurrence and cognitive burden. *Learning Disability Quarterly*, 39, 17-30.
- ❖ Presented by **Kristin Sayeski**: Sayeski, K. L., Gormley-Budin, S. E., & Bennett, K. (2015).



Making connections with other LD professionals at the President's Reception.

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38th International Conference on Learning Disabilities

Promising practices in the preparation of special educators to provide reading instruction. *Intervention in School and Clinic, 51, 82-89.*

Leadership Academy

The Leadership Development Committee inducted five new members into the sixth cohort of CLD's Leadership Academy: **Mindy Gumpert, Melissa Hughes, Leigh Ann Kurz, Jihyun Lee, and Donna Sacco.** The Leadership Academy provides emerging leaders the opportunity to assume a leadership role on a local, state, and national level in service to students with learning disabilities and their families. Academy Leaders have the opportunity to network and receive mentoring from some of the most-highly regarded leaders in the field of learning disabilities.

Gratitude

Planning an international conference takes countless hours and the dedicated work of a team of individuals whose contributions often go unseen. Please join CLD in thanking the following:

- ❖ **Deborah K. Reed**, Program Chair
- ❖ **Judy Voress**, Conference Committee Chair
- ❖ **Linda Nease**, CLD Executive Director
- ❖ **Heather Haynes Smith**, Local Arrangements Committee co-Chair
- ❖ **Maria Peterson-Ahmed**, Local Arrangements Committee co-Chair
- ❖ Local Arrangements Committee members: **Elda Martinez, Richard Boon, Theresa Garfield Sacco, and Cara Wylly**

We would like to thank our sponsors, who made many of the events and activities at the conference possible. Please see their recognition in this issue of the *LD Forum*.

Finally, CLD wishes to thank the **Hilton Palacio del Rio** for their service and prompt attention to the needs of conference attendees. The setting on San

Antonio's River Walk was spectacular and provided many opportunities for conference attendees to extend their networking into the evening hours.

Looking Ahead

Please save the date for next year's conference, which will be held at the **Lord Baltimore Hotel** in Baltimore, Maryland, on October 19th and 20th, 2017. The call for proposals is available on the CLD website. Proposal submission opens December 1, 2016, and closes on February 3, 2017. Don't miss out on the wonderful learning and networking opportunities offered!



Leaders in the field of learning disabilities connecting at the annual conference.



Honoring the J. Lee Weiderholt Distinguished Lecturer, Dr. Jack Fletcher.

38th International Conference on Learning Disabilities

THANK YOU TO THE SPONSORS of the **38th International Conference on Learning Disabilities in San Antonio, Texas!**

The Council for Learning Disabilities acknowledges the support of the following individuals, organizations, and companies for financial sponsorships or in kind donations.

Dallas Baptist University – Coffee break, Registration packet inserts

Donald D. Hammill Foundation – J. Lee Wiederholt Distinguished Lecturer

Lissa Hattersley, Austin, TX – Program preparation

Mike's Print Shop, Austin, TX – Program printing; signage

Saddleback Educational Publishing – Registration packet inserts

Southern Methodist University – Registration bags

TCU ANSWERS Institute – Registration bags

Texas A&M University–San Antonio College of Education – Coffee break, Registration packet inserts

Texas A&M University–San Antonio Student Chapter – Registration bags

Texas CLD Chapter – Registration bags

Texas Education Service Center, Region 20 – Registration bags

Texas State University – Registration bags

Texas Woman's University – Registration bags

Trinity University – Registration bags, Coffee break

University of Houston – Registration bags

University of North Texas – Coffee break

University of Texas at Austin – Take away materials

University of the Incarnate Word – Registration bags

University of Miami – Floyd G. Hudson Service Award, Teachers of the Year

The Winston School of San Antonio – Registration bags

We very much appreciate the support of our sponsors. Without you, we would not be able to do the work that we do on behalf of individuals with learning disabilities and their families!

Research Committee Awardee Recognition

Outstanding Researcher Award



Lisa Morin

Lisa L. Morin holds a PhD in special education from Old Dominion University. She currently works as a project coordinator on research involving the centrality of teacher-student interactions in the learning and behavior of children with disabilities or at risk of disabilities in inclusive settings. She also serves as an adjunct special education professor at Old Dominion University in Norfolk,

VA. Prior to receiving her PhD, she taught reading and math across a wide range of grade levels, from three to twelve, as both a special educator and a general educator in inclusive settings. Dr. Morin's research interests include mathematics instruction for students with learning disabilities and best practices to support students in inclusive settings. Dr. Morin has delivered many presentations on international, national, and state levels on the topics of evidenced-based math strategies, schematic-based instruction, and working memory.

Dissertation Title: "The Use of a Bar Model Drawing to Teach Word Problem Solving to Students with Mathematics Difficulties"

Abstract

For students with mathematics difficulties (MD), math word problem solving is especially challenging. The purpose of this study was to examine the effects of a problem solving strategy, bar model drawing, on the mathematical problem solving skills of students with MD. The study extended previous research that suggested that schematic-based instruction (SBI) and cognitive-strategy instruction (CSI) delivered within an explicit instruction framework can be effective in teaching various math skills related to word problem solving. A multiple-baseline design replicated across groups was used to evaluate the effects of the intervention of bar model drawing on math problem solving performance of students with MD. Student achievement was measured in terms of increased correct use of cognitive strategies and overall accuracy of math word problem solving. Both of these dependent variables increased and remained stable throughout intervention and continued high during the maintenance phase of the study. Pre and post-testing results were also positive. We present conclusions drawn from the data and include a

discussion of the implications for action and recommendations for further research. Limitations of the study are also considered.

Intervention in School and Clinic Must-Read Article of the Year

Promising Practices in the Preparation of Special Educators to Provide Reading Instruction

Kristin L. Sayeski, PhD, Shannon E. Gormley Budin, PhD, and Katie Bennett, MEd

Abstract

The majority of students with disabilities require support in the area of reading. Given the importance of reading instruction, it is essential that special education teacher preparation programs prepare candidates who are knowledgeable about reading development and skilled in the delivery of reading instruction. The purpose of this article is twofold. First, an overview of key concepts related to reading acquisition and the implications for what special education candidates should know about reading development and instruction is provided. Second, a review of promising practices in higher education that support special education candidates' knowledge and skills related to reading is presented. Finally, future directions that will enhance candidates' ability to successfully identify and remediate reading difficulties are discussed.

Learning Disabilities Quarterly Must-Read Article of the Year

Writing Disabilities and Reading Disabilities in Elementary School Students: Rates of Co-Occurrence and Cognitive Burden

Lara-Jeane C. Costa, PhD, Crystal N. Edwards, MA, and Stephen R. Hooper, PhD

Abstract

This longitudinal study was conducted to determine (a) the rate of co-occurrence of reading disabilities (RDs) in a writing disability (WD) population of students followed from first grade to fourth grade and (b) the cognitive burden that is assumed by having a WD and a RD (WD + RD). The sample

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Executive Committee of the CLD Board of Trustees Elections, 2017

The Council for Learning Disabilities election season is upon us! Currently we have three candidates running for the position of Vice President, which begins their three-year tenure in the presidential chain (e.g., Vice President, President, Past President). Their biographies are below. Elections will take place this spring.

Dr. Lindy Crawford

Lindy Crawford, Ph.D., is a professor of Special Education and the Ann Jones Endowed Chair in Special Education at Texas Christian University (TCU) in Fort Worth, TX. Dr. Crawford also is the Director of the Alice Neeley Special Education Research and Service Institute (ANSERS Institute) at TCU. CLD's mission of "... promoting and disseminating evidence-based research and practices related to the education of individuals with learning disabilities" closely mirrors the mission of the ANSERS Institute and aligns with Dr. Crawford's professional pursuits. Dr. Crawford has spent her 25-year career working to improve the education of students with learning disabilities. She spent the first eight years of her career as a Special Education teacher in Washington State, working with students who had high incidence disabilities. She later earned her Ph.D. in Special Education at the University of Oregon. Dr. Crawford values service to the field, and served two terms on the Professional Advisory Board of the National Center on Learning Disabilities, served as Secretary and Chair of the AERA Special Interest Group on test accommodations, and currently serves as a member of CLD's Research Committee. Dr. Crawford has received research funding through the U.S. Department of Education's Office of Special Education Programs, the Office of Innovation and Improvement, and the Institute of Education Sciences. She has published her research in technology, mathematics, assessment, and special education journals including but not limited to the following: *The Journal of Special Education*, *Exceptional Children*, *Remedial and Special Education*, *Assessment for Effective Intervention*, and the *Journal of Learning Disabilities*.

Dr. Margaret Flores

Margaret Flores is a professor in the Department of Special Education, Rehabilitation, and Counseling at Auburn University. She has been a member of CLD for the past 5 years and contributes as a member of the Research Committee. She taught students with specific learning disabilities in the public schools in inclusive and resource settings prior to earning her doctoral degree. She has an active line of research in the

area of mathematics interventions for elementary students with specific learning disabilities and students receiving tiered interventions. In the area of mathematics computation intervention, she has published a book, book chapters, and journal articles that have been cited in other scholarly works. She is currently a Principal Mathematics and Science Panel Member Reviewer for the Institute for Education Science. Since becoming a faculty member in higher education, she remains active in school settings, working directly with children several days per week, implementing mathematics interventions. Therefore, she understands the needs of students and teachers for continued innovation and practical application of research. Dr. Flores prepares pre-service teachers to meet the needs of students with specific learning disabilities by teaching methods courses and as a professional developer in Content Enhancement and the Strategic Instruction Model. She would like to continue the current trajectory of CLD as resource for teachers and a forum for collaboration among researchers and connection between researchers and practitioners.

Dr. Kathleen L. Pfannenstiel

Kathleen L. Pfannenstiel, Ph.D., is a researcher at American Institutes for Research (AIR), where she provides technical assistance and professional development to states and school districts with an emphasis on improving results for students with disabilities. Currently, she serves as the mathematics content specialist and lead of the mathematics cross-state learning collaborative for the National Center on Systemic Improvement (NCSI). In addition, she assists in training and reviewing mathematics curriculum for an I3 development grant to support intensive interventions in mathematics for students with disabilities. For the Center for Collaboration for Effective Educator Development (CEEDAR), Dr. Pfannenstiel supports intensive states in their efforts to increase outcomes of students in special education by collaborating with state education agencies and institutes of higher education. She believes strongly that the research to practice gap needs to be reduced to increase outcomes for students with disabilities. Prior to joining AIR, Dr. Pfannenstiel was an educational specialist in special education at the Region 13 Educational Service Center in Austin, TX and a project coordinator for three grants at the Meadows Center for Preventing Educational Risk. At the university level, she currently serves as a lecturer at The University of Texas at Austin. Prior to her work at the university level, Dr. Pfannenstiel taught

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CLD 2017 Call for Conference Proposals

39th International Conference on Learning Disabilities

October 19-20 ,2017

Lord Baltimore Hotel, Baltimore, Maryland

PROPOSAL SUBMISSION OPENS: December 1, 2016

DEADLINE FOR SUBMISSION: February 3, 2017

The Council for Learning Disabilities (CLD) 39th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. We encourage proposals that:

- ▲ address the construct of LD (including assessment for eligibility and classification);
- ▲ describe original research on LD (including evidence-based research on intervention and assessment practices for students with LD);
- ▲ translate evidence-based research into practitioner-oriented practical strategies;
- ▲ examine the education of students with LD from diverse cultural and linguistic backgrounds;
- ▲ pertain to policy at the local, state, and federal levels;
- ▲ address topics relevant to higher education (including teacher preparation, mentorship of junior faculty and graduate students, and research methodology);
- ▲ originate from other disciplines that focus on LD (including neuropsychology and related services).

FORMAT OF EVIDENCE-BASED SESSIONS

- ▲ Panel
- ▲ Structured Poster
- ▲ Roundtable
- ▲ Interactive Paper

CLD MISSION STATEMENT

The Council for Learning Disabilities (CLD), an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the lifespan. CLD accomplishes this by promoting and disseminating evidence-based research and practice related to the education of individuals with learning disabilities. In addition, CLD fosters (a) collaboration among professionals; (b) development of leaders in the field; and (c) advocacy for policies that support individuals with learning disabilities at local, state, and national levels.

(President's Message, continued from page 1)

year, especially, we all need to pay careful attention to the topics and concerns that will be addressed in Congress. The Research Committee is already working on additions to the Research to Practice Corner and the selection of the 2017 CLD Outstanding Researcher Award.

If you are not currently a member of a committee, please think about becoming more involved by finding a committee that interests you and contacting the chairperson for that committee. And as always, please become a CLD ambassador and help build membership by talking with your non-CLD colleagues about the benefits of becoming a member. Also, another possible avenue for increasing interest in CLD is to invite a non-CLD member to submit proposals to our 2017 conference. The networking provided by our conferences is an enormous draw for teachers, researchers, administrators, and parents of persons with LD.

Happy Holidays
Mary Beth Calhoon
2016–2017 CLD President

(To Accommodate or Not, continued from page 3)

- Combes, B. H., Peak, P. W., Barrio, B. L., Lindo, E. J., Hovey, K. A., Lim, O., Peterson, M. B., Dorel, T. G., & Goran, L. (2016). Revisiting principles of ethical practices using a case study framework. *Intervention in School and Clinic, 52*(2).
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(Executive Committee Board Elections, continued from page 9)

in public schools, elementary – high school in Illinois and Texas. Dr. Pfannenstiel earned a doctorate in Special Education from the University of Texas at Austin; with an emphasis on learning disabilities and behavior disorders. She also has a master's degree in Education Psychology from UT and a bachelor's degree in Special Education high incidence disabilities from Northern Illinois University. Dr. Pfannenstiel has been an active member of CLD; as the chair of the Professional Development committee, local arrangement chair, and was selected for the inaugural leadership academy.

(Research Committee Awardee, continued from page 8)

included 137 first-grade students from a single school district who initially were placed into three groups based on the *Wechsler Individual Achievement Test–Second Edition* (WIAT-II) Written Expression subtest: Typically Developing (TD; $n = 83$), WD-Only ($n = 38$), and WD + RD ($n = 16$). Results indicated that the rate of a WD + RD increased with advancing grades, ranging from 30% in first grade to 47% in fourth grade. This increase was secondary to the instability of group membership across all three groups. The number of students with a WD + RD remained relatively constant over the 4 years, with about 50% of first-grade students with a WD + RD continuing to manifest this co-occurrence through the fourth grade. There was increased cognitive burden for the students in the WD + RD group across the four grades in language and executive dysfunctions. Along with the use of progress monitoring strategies for both reading and writing in the early grades, these findings suggest the importance of assessing the cognitive underpinnings for students with a WD + RD.

CLD NEWS & NOTES ...

- ▶ Thank you to everyone who attended the 38th International Conference on Learning Disabilities! The call for proposals for the 39th International Conference on Learning Disabilities is now available. Proposal submissions will be open on December 1, 2016 and will be due by February 3, 2017. See the CLD website for more information.
- ▶ Watch for an electronic ballot in your e-mail for the 2017 Executive Committee. Elections will occur this spring.
- ▶ *LD Forum* is currently seeking manuscript submissions, including submissions for two new columns – “Point/Counterpoint” and “Issues and Trends in Learning Disabilities”. For manuscript submission guidelines, visit <http://goo.gl/PcgWUI>. We are also seeking individuals to serve on our review board. Contact Joseph Morgan, Editor of *LD Forum*, at ldforum@unlv.nevada.edu for more information.
- ▶ Check out the latest issues of *Learning Disability Quarterly* and *Intervention in School and Clinic*! Also, consider submitting your work for publication in our flagship journals!
- ▶ Not currently a member of CLD? Join us at cldinternational.org!