



A Publication of the Council for Learning Disabilities

February 2017

President's Message



Dear CLD Members,

Happy New Year! I hope the holidays provided all of you with rest, relaxation, and wonderful time with families.

As the new year begins and resolutions are made, I hope one resolution for all CLD members is to become more involved in CLD. You can become more involved by joining a CLD committee. There are 11 CLD committees and I'm positive one of them fits each and every member's specific interests. These committees are working diligently on activities that promote and support persons with learning disabilities and the CLD organization. A few of the wonderful activities are listed below, along with their URL.

- The Communications Committee has developed a web page containing power points from our 2016 International conference, <http://www.council-for-learning-disabilities.org/professional-development/2016-annual-conference-2>.
- Our Research to Practice Corner web page (managed by the Research Committee), <http://www.council-for-learning-disabilities.org/infosheets-supporting-translation-of-research-to-practice>, has a diverse selection of information for teachers, researchers, and parents of students with learning disabilities.
- The Nominations committee did a fabulous job this year on the election process for our new Vice-President. The three candidates for the position are all incredible people with amazing knowledge of learning disabilities and have worked with CLD for many years to promote and serve persons with learning disabilities. I sincerely hope you took the time to vote. As soon as the results are available they will be posted on the CLD website and e-mailed out to all members.

For more information on each committee, please visit our website where a description of the committees and the names and e-mail addresses of each committee chair is available. Please feel free to contact the chair of a committee that interests you for additional information.

Another resolution could be to help promote membership for CLD. Inform your friends and colleagues about the benefits of joining CLD by telling them why you're a member. Additionally, you can ask someone who is not currently a member to submit a proposal or attend the **2017 Conference on Learning Disabilities**. By attending our conference, interested colleagues can experience firsthand the benefits of CLD membership as the CLD conference is a great place to meet and network with friends and colleagues. The call for proposals closed on February 1, 2017, and we received many wonderful proposals. The review process is currently underway, with notifications being made to applicants in late spring.

At the conference, we are pleased to announce that our **2017 J. Lee Weiderholt Distinguished Lecturer** will be **Dr. Tom Scruggs**, University Professor Emeritus at George Mason University. Please consider attending the conference

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Editor's Note: This column provides readers with immediate access to evidence-based strategies on current topics that can easily be transferred from the pages of LD Forum into effective teaching practice in CLD members' classrooms. Authors who would like to submit a column are encouraged to contact the editor in advance to discuss ideas. Author guidelines are available on CLD's website.

5 Ways To ...

Apply UDL in Science to Support Students with LD

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Given its impact on daily life, science is an area for which all young adults should be literate. Science literacy is important not just for those seeking employment in the area, but for all individuals who desire to be informed consumers in a modern economy driven by technology and information. However, science literacy is something that eludes many students, particularly those with learning disabilities (LD; Brigham, Scruggs, & Mastropieri, 2012). As new science standards (e.g., Next Generation Science Standards) include objectives related to the acquisition of complex vocabulary, comprehending complex texts, and the composition of scientific writing, multiple barriers to accessing content in science are presented to students with LD (Scruggs, Brigham, & Mastropieri, 2013). With two-thirds of students with LD receiving the majority of their instruction in general education environments (National Center for Educational Statistics, 2016), it is important to ensure that supports are provided to aid them in accessing content. Creating materials that align to universal design for learning (UDL) is an option teachers can consider when planning to meet the diverse learning needs of students with LD in science.

Universal Design for Learning

Universal Design for Learning is a framework educators can use during the instructional planning stage to address the needs of diverse learners (Rose & Meyer, 2002). The UDL Guidelines (CAST, 2011) are meant to guide teachers in the creation of instructional materials, and focus on making them accessible and meaningful. To do this, UDL emphasizes providing content to students through multiple means of representation, multiple means of action and expression when demonstrating knowledge, and multiple means of engagement during instruction (Hall, Rose, & Meyer, 2012). This manuscript will outline how teachers can: (1) plan for the needs of students with LD in science using the effective integration of technology, (2) integrate multimedia tools effectively during instruction, (3) supplement their textbook-based activities using technology, (4) use technology for student inquiry to guide student learning, and (5) create a technology-based platform for students to access course materials.

1 Plan for Diverse Student Needs. A foundational piece to the implementation of any intervention is planning. Multiple studies have suggested that pre- and in-service teachers can effectively plan for and embed elements of UDL into their lesson plans with only a few hours of training or through free self-paced online modules (Courey, Tappe, Siker, & LePage, 2012). Meo (2008) suggested that teachers identify content learning goals and plan flexible instructional methods that aid students in meeting those learning goals. To provide the flexible learning materials necessary for UDL, teachers must be able to utilize technology that addresses the barriers students face in acquiring content (Edyburn, 2010). For support in the planning stage, Table 1 provides free online resources teachers can visit. These supports focus on aiding teachers in identifying barriers in instruction and implementing alternatives to support student learning.

Teachers can work in teams to identify the current learning materials used in science, the barriers these materials may present, and possible alternatives digital materials can provide. In planning to implement technology, it is important to ensure that any tool used is seen by teachers and students as useful and easy to use (King & He, 2006). Teachers should ensure that any implemented technology does not require much training to use and does not present any additional barriers to the implementation of instructional activities. After deciding what approach to take, teachers should also test any technology before implementing it in the classroom.

2 Utilize Multimedia During Instruction. Learning in science tends to take place through two distinct methods: explicit instruction of content and inquiry based activities (Scruggs & Mastropieri, 2007). In traditional content-driven models of instruction, the priority is on acquiring factual science knowledge (Therrien,

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Table 1. Resources for UDL Planning

Resource	Description of Resource
National UDL Center http://www.udlcenter.org/	Access to UDL Guidelines UDL Planning Resources Lesson Plan Starters Forums to Communicate with other Educators
Center for Applied Special Technology (CAST) Cast.org	Access to UDL Guidelines UDL Planning Resources Lesson Plan Starters Access to UDL Tools
Center for Online Learning for Students with Learning Disabilities http://centeronlinelearning.org	Tips for implementing blended learning Online learning evaluation tools
Flipped Learning Network http://flippedlearning.org/	Provide Case Studies Guidance for Implementation
UDL Implementation and Research Network	Professional Learning Tools Professional Learning Networks Implementation Ideas/Support
The IRIS Center http://iris.peabody.vanderbilt.edu/module/udl/	Guidance for UDL classroom implementation and planning

Taylor, Hosp, Kaldenberg, & Gorsh, 2011). Content-driven classrooms use lectures and expository texts that often present barriers to students with LD acquiring content (Mastropieri, Berekeley, Scruggs, & Marshak, 2008). In utilizing UDL principles, teachers can augment their lectures with digital technologies to make content more accessible (King-Sears, Johnson, Berekeley, & Hursh, 2015). These tools can provide multiple means of representation and learning supports that can be transformed into permanent products for students to use (Mounce, 2008). These supports can take the form of guided activities, such as narrated presentation slides that include pictures, graphs, and video. All of these supports can be used by students before and after class, and be available to students through their own personal devices (e.g., smartphones, tablets, laptops). This brings the multimedia content to the students to use, as necessary.

Teachers should focus on providing students materials that offer a variety of perceptible information (e.g., pictures, graphs, videos) through multimedia tools (Hall, Rose, & Meyer, 2012). However, doing this effectively requires teachers to go beyond simply providing multiple representations of content. Clark and Mayer (2015) provide evidence-based multimedia strategies teachers can use in displaying multimedia content. The following questions can be used to help

teachers align to these strategies: (a) Does the slide only contain essential information and content?, (b) Are the multiple representations provided (e.g., text, pictures, videos) of content aligned to each other (e.g., text is aligned with its corresponding graphic)?, and (c) Does the presentation provide cues that highlight important information and guide the processing of that information? These principles have been applied to other multimedia tools (i.e., Content Acquisition Podcasts) and used to support students with LD in content area classrooms (Kennedy, Deshler, & Lloyd, 2015). While these initial guiding questions can support the development of multimedia content, more in-depth frameworks are also available that allow teachers to create universally designed multimedia tools (see Kennedy, Thomas, Meyer, Alves, & Lloyd, 2014).

3 **Supplementing the Textbook.** Another key barrier to address in content-driven models are textbook-centered activities. Science textbooks present barriers to students with LD through the technical language and vocabulary used, and the overall presentation of information (King-Sears & Duke, 2010). An alternative for teachers is

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digital text (Felgevi & Matthew, 2012). Digital alternatives to textbooks aligned to UDL and effective multimedia practices can aid students with LD in the acquisition of content (Kennedy et al., 2014). Digital texts enhance content for students, facilitating their ability to identify, organize, comprehend, and recall information (Mason & Hedin, 2011). It is important for teachers to ensure that any multimedia tool contain supports (e.g., multimedia content, text to speech support, vocabulary clarification) for students to use (Clark & Mayer, 2015). These supports should aid in acquiring, applying, and generalizing the foundational knowledge meant to be gained from textbook-based activities.

4 Utilize Technology to Guide Scientific Inquiry. Another form of learning utilized in science is hands on activities that facilitate inquiry into scientific concepts (Scruggs & Mastropieri, 2007). Students with LD often struggle in these types of activities due to difficulties maintaining engagement with tasks and utilizing background knowledge to guide themselves through projects (Mastropieri, Scruggs, Norland, Berkely, McDuffie, & Conners, 2006). Step by step instructions or task analyses may not be accessible to students who struggle with reading or lack background information. A more universally designed approach would be the use of video modeling (VM) where teachers can create tutorial videos that provide dynamic step by step instructions and explanations students can use

to stay engaged with and complete assigned tasks (Kellems & Young, 2016). To create accessible VM, teachers should (a) gather the materials necessary for filming the task, (b) create a script for the demonstration, (c) film the task, and (d) monitor how the VM is being implemented. In addition to aiding students in maintaining their engagement with a task, the use of VM provides teachers the opportunity to tie in background information in their demonstrations and support students in constructing and generalizing knowledge in project based settings.

5 Create a Platform for Classroom Materials. A final piece to consider is the creation of a course platform (e.g., learning management system or course website) students can use to access content in and out of the classroom. From a UDL perspective, these tools offer a space where teachers and students can share materials, collaborate, and provide each other with multiple and customizable representations of content. One method of integrating these tools in science is with the flipped classroom. This model provides an engaging alternative to traditional teaching methods by allowing students to view instructional components individually through electronic devices (Bergmann & Sams, 2014). While the research in this area is still developing, Figure 1 displays the key characteristics of flipped models and traditional learning cycles.

In utilizing a blended instructional approach, the thought is that more structured time is provided for comprehensive

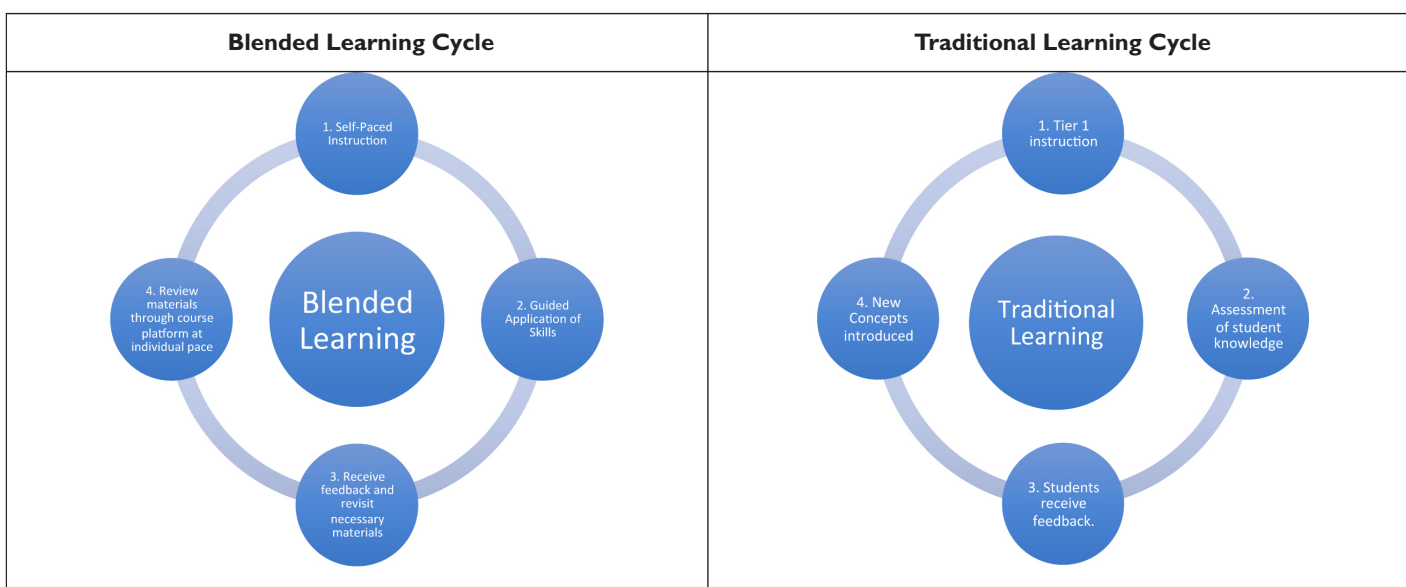


Figure 1. Blended Learning vs. Traditional Learning Cycles

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investigation of the content through extended discourse, application problems, and project-based learning (Sams & Bergmann, 2013). Blended environments allow students with LD to engage in meaningful active discourse during class time, which accomplishes two very important tasks: (a) modeling and reinforcing appropriate classroom survival skills, and (b) building a student-centered culture (Schaffhauser, 2013). In this way students are afforded the opportunity to engage with the content on a deeper level. The prominent characteristics of delivering effective instruction through technology aligns with the academic needs of students with LD by providing instructional videos that can be self-paced, providing individualization, and lowering student performance anxiety. The use of technology also focuses on differentiation through the use of various presentation formats (e.g., YouTube, Haiku Deck, and PowToon) that enhance student engagement and ultimately productiveness.

Conclusion

Technology addresses many of the unique needs of students with LD. One of these needs is differentiated, individualized teaching (Kennedy, Deshler, & Lloyd, 2015). In considering the UDL guidelines and the specific needs of students with LD in science, activities should be provided through various modes of delivery and include modeling, guided practice, independent practice, and opportunities for review and re-teaching. While teacher-led instruction can provide many of these components, students need access to individualized, student-led learning experiences that transcend a scripted lesson anchored in a set curriculum (Dresser, 2012). Technological devices and educational software offer greater options for allowing students to set a desired learning pace and access material in a way that is engaging. For science, it is important that teachers understand the needs of students with LD in this area, and effectively use technology to align to the UDL guidelines and create access to content.

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2017 Leadership Development Committee Call for Nominations for CLD Awards

Floyd G. Hudson Service Award

The Leadership Development Committee seeks nominations for the 2016-17 Floyd G. Hudson Service Award presented for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. This CLD member, working in a leadership capacity, enhances the professional learning of others in the field and impacts the lives of persons with learning disabilities. Nomination forms are due by **May 1, 2017**.

This award is named in honor of Dr. Floyd G. Hudson, a professor at the University of Kansas, who was a leader in the early years of CLD. Floyd was instrumental in formulating early policy to drive federal and state initiatives in the area of learning disabilities. Don Deshler has said of Floyd, "As I visit many schools across Kansas, Missouri and Nebraska, I can really see Floyd's lasting influence. He was a kind, generous, innovative, and collaborative professional. He worked closely with many school districts solving problems, preparing teachers, and implementing more effective programs. Even today, many people here in the Midwest and around the country tell me about their positive experiences working with Floyd, many of which took place more than 20 years ago."

Local chapters and members of the Board of Trustees may nominate candidates, one of whom is selected and then recognized at the annual international conference. In states without active chapters, nominations can be made by CLD members. The award recipient also receives a complimentary registration and membership renewal. During the award program, the recipient is presented with a certificate of recognition and an honorarium. The recipient will also be profiled in LD Forum (the CLD online newsletter) and on the CLD Web site.

For additional information, contact Min Kin, Leadership Development Committee at minkimedu@gmail.com.

Teacher of the Year Award

The Leadership Development Committee seeks 2016-17 Teacher of the Year Award Nominations. Each year, the Council for Learning Disabilities recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. These teachers, selected by local chapters, provide direct services to students. In states without active chapters, nominations can be made by CLD members. Outstanding teachers are dedicated to implementing evidence-based instructional practices and collaborating with classroom teachers and other service providers to greatly improve the quality of education for all struggling learners.

Candidates for nomination must:

- Be active, dues paying members of CLD (including state chapters if state chapter is active),
- Provide direct services to students with learning disabilities,
- Implement evidenced-based instructional practices that result in significant gains in achievement for children, adolescents, or adults who struggle academically, and
- Advocate for persons with learning disabilities.

Recipients are guests at the annual international conference. They receive a complimentary registration and a one-year membership renewal. During the conference-award program, they receive a certificate of recognition and an honorarium. These members are also profiled in the LD Forum (the CLD online newsletter) and on the organizational website. The submission deadline is **May 1, 2017**.

For additional information, contact Min Kim at minkimedu@gmail.com.

2017 OUTSTANDING RESEARCHER AWARD

Sponsored by the Council for Learning Disabilities



To promote and recognize research, the COUNCIL FOR LEARNING DISABILITIES annually presents an award for an outstanding manuscript-length paper on learning disabilities based on a doctoral dissertation completed within the last five years. The submission must not be under consideration for or the recipient of another award. The award recipient will receive a plaque and a \$500 honorarium to be presented at the 2017 International Conference on Learning Disabilities. Because the paper will be considered for publication in *Learning Disability Quarterly*, it cannot be simultaneously submitted to or already published in another journal.

One electronic copy of the APA-style paper (max. 35 pages in length) should be submitted by the author to:

Dr. Kelli D. Cummings, CLD Research Committee Chair, kellie@umd.edu

Submissions cannot be made by a second party on behalf of an author. Each submission should include a cover letter with the following information:

- Degree granting university
- Major advisor
- Year doctoral degree conferred
- Confirmation that the manuscript has not been submitted to or published in another journal

The 35-page limit includes the title page, abstract, main document, and references. It does not include tables and figures. Submissions that exceed the page limit will not be reviewed.

The deadline for submission of papers is May 1, 2017.

Submissions time stamped after 5:00 PM Eastern Standard Time on May 1 will not be reviewed. The winner will be notified by August 15, 2017.

Committee & Chapter News

Colorado Chapter of CLD Update

The Colorado Chapter of CLD (CCLD) is preparing for Math on the “Planes”, which will be held February 24-25, 2017. We are excited to have Dr. Karen Karp as our speaker. CCLD will award a new scholarship for teachers who are preparing to be literacy interventionists. We will be awarding two \$1,800.00 scholarships this year. Thanks to the chapter grant we received from CLD, we will also fund our research awards and be providing professional development scholarships for Math on the “Planes”.

Virginia Chapter of CLD Update

The Virginia chapter of CLD will hold their spring symposium on Saturday, **April 1, 2017** from 8:00 am - 5:00 pm at the James Madison University Festival Conference and Student Center, 1301 Carrier Drive, Harrisonburg, VA, 22807. **Chad Triolet** of Chesapeake Public Schools will provide the keynote address titled “Learning Strategies for the Classroom that Promote Student Engagement.» He is currently the Assistant Principal at Sparrow Road Intermediate, a Title 1 school in Chesapeake, VA. Prior to becoming an Assistant Principal, Chad was an elementary physical education teacher for 18 years. In 2009 he was recognized as the Elementary Teacher of the Year for Virginia and he is the author of *K-5 Health & Nutrition Games & Activities* (2013). In addition to the keynote presentation, breakout

sessions and poster presentations on various topics will occur during the afternoon. Current and future special and general educators of students with disabilities in pre-K, elementary, and secondary classrooms are encouraged to attend. Information about the symposium can be found on the VCLD website (vld.org) or by contacting Brenda Tyler (bjtyler@RADFORD.EDU) or Suzan Quesenberry (sbquesenberry@henrico.k12.va.us).

Diversity Committee Update

The Diversity Committee has been busy working on many different activities. As per the CLD bylaws, one of the duties of the Diversity Committee is to collaborate with the Membership Committee to gather, analyze, and act upon data regarding the representation of diversity among the CLD membership. The committee worked with members of the Membership Committee to analyze membership data from the last 3 years to reflect the geographical and ethnic diversity of the organization, as well as to make updates to the membership form. The committee is also working on compiling information on evidence-based practices for English Language Learners and comparing how students with Learning Disabilities are identified and educated in different countries. Additionally, the committee is working on collaborating with other professional organizations on diversity issues. If you are interested in joining our work, please contact Jugnu Agrawal (jagrawal@gmu.edu) for more information.

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with either current CLD members or non-member colleagues you would like to be a part of our CLD organization!

Annually at the conference, CLD is proud to recognize the contributions of professionals in the field of learning disabilities through our organizational awards. Submissions for CLD’s Outstanding Researcher Award, Teacher of the Year, and the Floyd G. Hudson Service Award are all due by May 1, 2017. Criteria for all three awards are described in this issue. Please consider nominating a CLD member(s) for one of these prestigious awards.

Finally, our CLD State Chapters are preparing for some informative workshops and conferences this spring. Descriptions of some of these Chapter activities are in the current

issue. Please take the time to peruse and attend the exciting local offerings from our CLD chapters.

Please take the time to visit the CLD website and take advantage of all CLD has to offer! One important resource that CLD provides is a listing of university job postings that focus on learning disabilities. You can find this resource at <http://www.council-for-learning-disabilities.org/professional-development/job-postings>.

Wishing everyone a fantastic and productive semester!

Sincerely
Mary Beth Calhoon
2016–2017 CLD President

CLD NEWS & NOTES . . .

- Thank you to everyone who submitted a proposal for the 39th International Conference on Learning Disabilities! The review process is underway and we hope to make notifications to presenters by late spring.
- Check out information on the Liaison Committee's work related to advocacy and legislation regarding the education of students with disabilities at <https://goo.gl/UFjH5X>.
- LD Forum* is currently seeking manuscript submissions, including submissions for two new columns – “Point/Counterpoint” and “Issues and Trends in Learning Dis-

abilities”. 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!

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