CLD
COUNCIL FOR LEARNING DISABILITIES

LD Forum

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President's Message

Dear CLD Members,

Happy end of semester! I hope all had a very productive and gratifying spring. This is the last *LD Forum* letter I will be writing as the president of CLD. It has been such an honor to serve this organization as its president. This year has been so amazing and one I will always cherish. Thank you for granting me this experience. As always, it's been a privilege to work with our fabulous Executive Committee and Board of Trustees. Our Board of Trustees deserves a huge amount of appreciation for all the hard work they do to make CLD the organization that we all know and love. Personally, I would like to sincerely thank each and every one of our BOT members for the help and support they provided to me during this past year.

2017 International CLD Conference

I would hope all CLD members would think of the 2017 conference as a perfect opportunity to promote membership for CLD. Inform your friends and colleagues about the benefits of joining our organization. Ask someone to attend our conference so they can experience firsthand all the benefits of CLD.

Registration and hotel information for the 2017 conference is posted on the CLD website. Please check the registration timeline to ensure your participation. Again, we are pleased to announce our **2017 J. Lee Weiderholt Distinguished Lecturer, Dr. Tom Scruggs,** University Professor Emeritus at George Mason University.

Sponsorship of CLD Conference

I would like to encourage all CLD members to consider either a personal or institutional sponsorship for the conference. Your institute sponsorship helps all aspects of the conference. It also helps us keep conference registration rates low. Please check out the CLD sponsorship button on our conference webpage to see all the ways you can support our conference!

Committee News:

- We are pleased to announce two new BOT members, Dr. Brenda Barrio, chair of the Diversity committee, and Dr. Kathleen Pfannenstiel, chair of the Communications committee. We thank them for volunteering and look forward to working with them.
- The conference committee is hard at work on the 2017 conference in Baltimore. Additionally, they have also been planning the 2018 conference in Portland, Oregon.
- Our *Research to Practice Corner* web page has a diverse selection of information for teachers, researchers, and parents of students with learning disabilities.
- The Technology committee is consistently updating our website and currently looking into a new software system to help with conference planning.
- Our Membership committee would like to invite all CLD members to submit a profile in order to showcase our members on the CLD Facebook page. Please contact Dr. Heather Haynes-Smith for how to submit your profile.
- *University job postings* can also be found on the CLD website.

I hope everyone will consider becoming more involved in CLD. One way you can get more involved is by joining a

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5 Ways To . . .

Five Ways to Promote Instructional Parity in Secondary Co-Taught Classrooms

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Co-teaching remains a popular model of delivering services for students with disabilities (Friend & Cook, 2013). Co-taught instruction provides students with disabilities access to the general education curriculum in the least restrictive environment with a highly-qualified teacher.

Typically, a co-taught class includes a general educator teaching with a special educator or special service provider (i.e., speech language pathologist), each with different professional licensure and instructional perspectives. These professionals mutually engage in the processes of co-planning, co-teaching, and co-assessing (Murawski & Boyer, 2008) to promote instructional parity and shared responsibility for all students.

One concern regarding co-teaching is that the special educator or special service provider often serves in the role of a para-professional rather than an instructional equal (Dieker & Murawski, 2003). This occurs when the general educator delivers whole-group instruction and the special educator "assists" or "observes" for a substantial proportion of the class period. Disparity in teacher roles occurs more often at the secondary level due to the special educators' lack of content knowledge in specialized secondary courses (Quigney, 2009). If the imbalance in teacher roles in the co-taught classroom is not addressed, then the special educators' expertise, perspective, and background go untapped and the promise of co-teaching is unrealized. Acknowledging that it takes time for a special educator to develop discipline-specific content knowledge and skills (Gately & Gately, 2001), an important question becomes: *How can special educators or specialized service providers contribute meaningfully in ways that promote instructional parity in co-taught classes while still learning the content?*

In this article, we present five specific instructional responsibilities that promote parity for these co-teaching professionals and support the specialists' discipline specific knowledge and skills. Once this occurs, co-teachers can employ co-instructional models other than one teach-one assist, and both can fully participate in co-planning and co-assessment. The suggestions presented here are grounded in the types of support strategies special educators typically use with students to support comprehension, vocabulary development, and study skills.

1 **Teach textbook features.** In the absence of specialized content knowledge or skills, a special educator or special service provider co-teacher can provide instruction on various features of the textbook or other course reading materials. Some students with disabilities do not notice textbook organizational features (Sabornie & deBettencourt, 2009); however, explicit instruction in using these features results in improved comprehension of informational text (Gersten, Fuchs, Williams, & Baker, 2001). Table 1 contains a list of features of informational text that students may disregard during reading unless they receive explicit instruction regarding their use. For example, students may need instruction on how to interpret maps, charts, or other supplemental textbook features such as the chapter introduction, chapter summary, or self-assessments that support reading comprehension (Gersten et al., 2001; Sencibaugh, 2007). Further, they may not understand why authors use special features such as italicized words, bolded phrases, or underlining (Friend & Bursuck, 2014).

After providing instruction on these features, students can complete a textbook exploration activity either in groups or individually. A textbook exploration activity is a worksheet with questions for students to answer that require them to use various textbook features (Conderman, Hedin, & Bresnhan, 2013); Sabornie & deBettencourt, 2009). Sample questions on the exploration activity could include: *"1) Looking at the table of contents, what chapter provides information about cells?" "2) Find the word* photosynthesis *in the glossary. Write the definition." "3) Read the "about this textbook" information on page 1. What web site corresponds with this text?"* Alternatively, students can complete similar short application activities as part of their daily warm-up activity (bell-ringers) or exit slips. Ideally, instruction on textbook features should occur very early in the term, so students benefit from the instruction throughout the term as

Table 1. Features of informational text with suggestions for instruction

Feature	Instructional suggestion
Section titles or headings sometimes written as a question	• Complete unison reading of the titles before reading each section, use titles to predict what students will learn in each section; review "what I learned" at the end of each section • Assist students in rewriting titles as comprehension questions that they will answer after reading
Chapter or section objectives *Statements at the beginning of a text section that define for students what they will learn as they read; these set a purpose for reading*	• Complete unison reading of the objectives before reading, then have students write page/paragraph in which information related to each objective is found • Assist students in rewriting objectives as comprehension questions that they will answer after reading
Margin information *Additional information that supports comprehension of adjacent text; may be in the form of* • *Definitions for vocabulary* • *Questions with answers* • *Illustrations* • *Examples*	• Complete unison reading of margin information such as definitions before reading text to prepare students for the passage • Assist students in locating references to margin information (e.g., *see Figure 2.1,* etc.) • Model reading the margin information at the appropriate point in the text and think aloud to connect the two sources of information
Enhanced text *Bold, underlined, or italicized words or phrases embedded in the text to draw the readers' attention to critical information*	• Before reading, discuss the reason for enhanced text, examine and pronounce words, and provide student-friendly definitions • Complete unison reading of sentences with enhanced text before reading the passage to prepare students • Assist students in reading the sentence containing the enhanced text and paraphrasing the definition • If enhanced text occurs at the end of the sentence or paragraph, reread with the target term at the start of the sentence
Text structure and signal words *Words used in sections of the text that suggest the organization of the text* • *Lists or sequence: first, second, last, finally, then, next, when, before* • *Cause and effect: if-then, stimulus-response, because, effect, as a result, consequently, since, for this reason, leads to, produces, in order to* • *Compare and contrast: like, unlike, by contrast, same, different, instead, but, on the other hand, just as, although, whereas* • *Description: features are, characteristic of, another, also, for example, such as* • *Problem-solution: the problem is, a solution is, as a result, difficulty, solve, help, answer to, question is, reason is*	• Provide students with graphic organizer matched to the text's structure; may be provided before, during, or after reading • Assist students in highlighting signal words and predicting structure of text • Provide sentence stems that incorporate signal words for students to complete

they use their text. Allowing the special educator to assume this responsibility provides that co-teacher with a unique role which in turn communicates instructional parity to students.

2 **D**evelop study guides and teach students how to use them.** One way to become acquainted with content (or skills) associated with a unit of instruction is to develop a study guide for students. Navigating the process of developing a study guide requires that the co-teacher read the material, reflect upon essential content and big ideas, and develop a format appropriate for students (Schloss, Schloss, & Schloss, 2007). Therefore, prior to developing the study guide, both co-teachers need to agree upon the essential out-

comes for the unit to ensure that the study guide captures important main ideas. General educators can provide a content analysis for units of study showing core target concepts, vocabulary, and other key outcomes. The co-teachers can also identify priority outcomes to include on the study guide by examining the required unit assessments, grade-level content area learning standards, as well as present level of performance data and goals for students with Individualized Educational Programs (IEPs) included in their classes.

Several researchers (e.g., Gore, 2010; Olson, Platt, & Dieker, 2008; Skylar, Higgins, & Boone, 2007; Wood, 2006;

Wood, 1995) describe different kinds of study guides. Table 2 summarizes types of study guides and their key features. However, just developing study guides does not demonstrate instructional parity to students. Students need to see the co-teacher in a purposeful instructional role. Therefore, in addition to developing the study guide, the special educator can model how to locate answers to study guide questions using the READ strategy (Conderman, Hedin, & Bresnahan, 2013). The steps of the READ strategy include: Read the study guide question, Examine the question word or task, Analyze the text for the answer to the question, and Double check the answer. Further, modeling different kinds of questions such as Right there, Think and search, and On my own (Cummins, Streiff, & Ceprano, 2012) helps students under-

stand different kinds of possible study guide questions, methods for locating answers to these different kinds of questions, and ways of writing appropriate responses to different kinds of questions. Students can practice answering different kinds of questions from their text individually through bell ringer activities, in partners through peer tutoring activities, or in small groups through cooperative learning activities.

The specialized co-teacher can also model how to review study guide questions and answers prior to an upcoming test or quiz by modeling the RCRC strategy. Steps of this strategy include: read the question and answer (several times), cover up the answer, recite the question and answer without looking, and check your answer (Rief, 2015). Having the co-teacher lead this instruction and guide subsequent activities places them in an important instructional role.

Table 2. Different types of study guides

Type	Purpose	Completed as…	Sample item
Independent	Focuses student attention on critical aspects of reading	Individual	Reread page 142, paragraphs 3 and 4 for the definition and examples of *ecosystems* and *biomes*.
Point of view	Requires student to respond to reading selection by writing from a specific perspective or point of view	Individual	Writing from the point of view of a *predator* (*consumer*), why are food chains and food webs important and useful? Give two or more reasons.
Interactive	Requires that students prepare for and participate in discussions on specific topics	Small groups	Locate major factors that can cause ecosystems to fail. Rank order them by importance (1 = most important, 4 = least important). Be prepared to discuss how each contributes to ecosystem's fall.
Learning from text	Provides students with comprehension questions related to a passage; questions progress from literal to higher-order thinking questions	Individual or small group	• What is an ecosystem? • List the five major biomes. • Compare and contrast two biomes for climate, vegetation, and animals (two similarities, two differences). • Are *biomes* and *ecosystems* the same things? Why or why not?
Two column	Organizes information into content or questions	Individual	Left column: Define each of the following: *eco-system, biome, food chain, producers, consumers,* and *climate*. Right column: Provide an example of each of these
Electronic	Provides students with additional sources of information such as links to video clips and illustrations to complement readings	Individual or in small group	Use the following sources to learn more about ecosystems: http://eschooltoday.com/ecosystems/what-is-an-ecosystem.html AND https://www.youtube.com/watch?v=WuejxJttBqo
Summative	Prepares students for exams by summarizing exam details such as type and number of questions, critical content and vocabulary terms covered	Individual	Ecosystem Unit test: • 25 multiple choice questions, 3 essay questions, labeling diagrams of the carbon and nitrogen cycles (word banks provided) • Key vocabulary: *eco-system, biome, food chain, producers, consumers,* and *climate*

3 **P**rovide explicit vocabulary instruction. As students take specialized high school courses, they are exposed to many discipline-specific vocabulary words and concepts. Understanding these new terms is critical for course success. Many students with disabilities have language-based disabilities, have under developed vocabularies, and require multiple presentations of vocabulary terms for mastery (Foil & Alber, 2002). Therefore, these students benefit from explicit instruction on critical vocabulary terms that have been agreed upon by both teachers.

Some effective vocabulary instructional methods (Conderman et al., 2013; Bulgren, Schumaker, & Deshler, 2004; Mastropieri & Scruggs, 1998) include:

- Teaching the meaning of pre/suffixes in content vocabulary words (explicitly teaching common affixes and studying examples of those affixes in various words).
- Teaching the meaning of root words in content vocabulary words (explicitly teaching common stems or roots and examining examples of those roots).
- Providing student-friendly definitions (providing basic, understandable definitions of words).
- Having students complete vocabulary maps (worksheets with the word and often places for definitions, paraphrases, and illustrations).
- Introducing words with the keyword approach (providing a similar-sounding word [the keyword] and developing an image of the keyword and vocabulary word interacting).
- Comparing words using a semantic feature analysis (developing a chart with terms from the instructional unit and indicating if those terms do or do not contain certain characteristics).
- Developing concept maps (worksheets that include a place for examples and non-examples of the concept as well as characteristics that are always, sometimes, and never present in the concept).

The specialized co-teacher can periodically introduce a few vocabulary terms using an appropriate instructional approach (one that best matches the word and the curriculum context), lead students in vocabulary review games and activities, have students complete vocabulary journal activities, and develop short vocabulary quizzes. Setting a specific day of the week and time within the co-taught lessons for vocabulary instruction builds routines and communicates to students its importance in addition to purposefully engaging the specialized co-teacher. Explicitly teaching vocabulary is time well spent. The specialized co-teacher can lead this instruction, thereby contributing significantly to co-instruction.

4 **T**each study skills. While the general educator often leads instruction in course content, the special educator can assume the role of strategy specialist. In this role, he or she helps students organize assignments and develop efficient systems for learning and remembering course content. For example, as the general educator presents information, the specialist can model note-taking or develop a graphic organizer that summarizes and organizes content being delivered by the general educator. This approach provides each co-teacher with an important and equal role in front of students. Teachers may wish to begin with guided notes and then introduce students to other note-taking systems such as 2 column systems, 3 column systems, or the Cornell note-taking system (Conderman et al., 2013), depending on the material as well as preferred note-taking systems taught by other teachers.

Similarly, over the semester, teachers may introduce students to various graphic organizers, depending upon the genre of the material being presented. For example, specialized teachers can explicitly teach students to identify the structure of the text (e.g., cause-effect, list, descriptive, sequence, etc.) by locating key words associated with each type (see Table 1). Once students identify the text structure, they can select an appropriate graphic organizer for note-taking. For both graphic organizers and other note-taking formats, specialized teachers can model their use in real time as the class listens to the general educators' lecture or views a video. As a result, the co-teacher fulfills a meaningful role during whole-group instruction.

The specialized co-teacher can infuse other study skills within the co-taught classroom. For example, learning test-taking tips can be motivating for students as they share how they approach quiz or test questions. Co-leading review sessions prior to an exam projects a sense of instructional parity to students. The specialized co-teacher can also: 1) teach students how to develop study note cards (electronic or hard copy); 2) assist students as they organize and use assignment

notebooks; 3) help students break down large assignments into smaller tasks with incremental due dates; and 4) support students in developing their own cue cards for remembering steps or processes of a task. Students with disabilities benefit from study skill instruction (Mastropieri & Scruggs, 2010). Co-teaching can provide an authentic avenue for students to apply study skills immediately to the general education curriculum.

5 **T**each content area reading skills. Specialized co-teachers can also contribute to co-taught classrooms by providing instruction and co-leading activities that promote content area reading skills. For example, while introducing vocabulary, the specialized teacher can remind students of common syllable division rules so that they can independently decode challenging content-area terms. Read alouds can play an important role in content-area classrooms as students learn to apply reading strategies to informational text. The specialized co-teacher can conduct read-alouds while modeling metacognition to support students' use of context clues. For example, he or she can read-aloud and think aloud about how to use inset definitions, margin notes, illustrations, reading on, or rereading to define new vocabulary. This teacher can also model self-monitoring and self-questioning strategies that have fostered stronger comprehension for students with reading difficulties (Gersten et al., 2001). Specialized teachers can model the prediction-read-confirm or revise prediction pattern known as the "directed reading-thinking activity". As the specialized co-teacher confirms or revises predictions during the read aloud, he or she models using the text and rereading for evidence, skills important for comprehension.

Specialized co-teachers can also explicitly teach and lead reading support strategies such as reciprocal teaching, jigsaw or SQ3R. Students can participate in these strategies during cooperating learning in small groups or, in the case of SQ3R, individually. In reciprocal teaching, small groups of students assume the roles of summarizer, questioner, clarifier, and predictor (Ahmadi & Ismail, 2012) as they read together and analyze a section of text. The specialized teacher can model each comprehension skill using a think aloud and lead guided practice activities with the class before students practice the strategies in their groups. In jigsaw, small groups of students teach other small groups specific content or skills after be-

coming experts on it (Breil, 2014). The specialized teacher can lead the description of jigsaw, provide examples (and non-examples) of products groups will develop and share as they teach others their content, guide students through the steps, and assist with quiz development and grading. SQ3R is a textbook reading strategy that systematically guides students through a series of tasks (survey, question, read, recite, review) to support their mastery of textbook-based content knowledge (Sachs, 2013). The specialized co-teacher can develop or show video clips of SQ3R, model the steps, develop scaffolds for students, and remind students when to use SQ3R in other classes. These three methods provide a purposeful role for the specialized co-teacher, but more importantly, they help all students to interact deeply with rigorous content and successfully participate in co-taught courses with appropriate supports that move them toward achieving the goals and objectives in their IEPs.

Concluding Thoughts

The success of co-teaching relies on both teachers contributing equally to classroom instruction. However, this is not always the case in secondary co-taught classrooms. Often the secondary special educator lacks specialized content knowledge which results in serving in an assistant role rather than as an instructional equal. The good news is that the specialized co-teacher can contribute meaningfully by teaching textbook features, modeling how to answer questions in study guides, explicitly teaching vocabulary, teaching study skills, and infusing content area reading strategies. These contributions do not require specialized content knowledge, they promote instructional parity, they support IEP goals and objectives, and they provide the specialized teacher with a unique role that will help all students maximize their success in the co-taught classroom.

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The Leadership Development Committee Welcomes the Inaugural Leadership Institute

Congratulations to people who applied for and were accepted to attend the inaugural CLD Leadership Institute on October 18, 2017, which is the day prior to the 39th Annual CLD Conference in Baltimore. Graduate students and early career faculty will be attending this pre-conference event featuring sessions pertinent to graduate students and early career faculty. The Leadership Institute will be an annual event. Participants who attend the CLD Leadership Institute will be considered for selection in the CLD Leadership Academy the year following Institute attendance.

Research Committee Update

Each year CLD's Research Committee is responsible for working with various CLD Committees to address organizational concerns and monitor current learning disability (LD) research. The Research Committee also coordinates research and scholarly projects, and develops guidelines for evaluating research in the field of LD. Some of our recurring annual tasks include reviewing conference proposals, soliciting applications for the Outstanding Researcher Award (ORA) and nominations for the Must-Read articles from CLD's flagship journals, and conducting blinded reviews of the ORA and Must-Read award nominees to identify annual winners. Over this past year the Research Committee has also led efforts to update the Infosheets section of the CLD website, and we encourage you to check it out!

You may notice that the title of this section of our website has changed to the "Research to Practice Corner," https://www.council-for-learning-disabilities.org/infosheets-supporting-translation-of-research-to-practice. This new name was determined through a vote of Board Members in 2016 to better reflect the aims of the documents we post, which should support the translation of research to practice across many domains for students with LD. As you visit the new site, the Research Committee encourages you to check out five of our newest research to practice documents, authored by various CLD Research Committee members:

- Use of mobile technology in the classroom
- College: A realistic option for students with disabilities
- Transition: An overview
- English language learners: Differentiating language learning versus language-based learning disabilities

- Reading instruction for English language learners with learning disabilities

When you check out the new and updated content in the Research to Practice Corner, please be on the lookout for any gaps in our coverage where you might be uniquely suited to contribute. Our author guidelines have changed to reflect the specific topics that we are hoping to solicit and can be viewed here: http://www.council-for-learning-disabilities.org/wp-content/uploads/2016/12/R2PAuthorGuidelines.final-11-16.pdf. As noted in this document, please email the Research Committee Chair, Kelli Cummings (kellic@umd.edu), with your ideas about a potential contribution before beginning to write.

The Research Committee looks forward to hearing your feedback and working with you to make the Research to Practice Corner an important part of CLD's mission!

Technology Committee Update

The Council for Learning Disabilities Technology Committee is responsible for a variety of tasks related to the dissemination of information regarding the activities of CLD to its members via technology-based platforms. To achieve this goal, the Technology Committee is responsible for updating the CLD website to ensure accurate and up-to-date information is being provided, as well as to share information about the organization and its members via social media (i.e., Facebook, Pinterest, Twitter). The Technology Committee works diligently with the Executive Committee and all members of the Board of Trustees to ensure that organizational and committee information and processes requiring technology are current and accessible for CLD members.

During the 2016–2017 academic year, the Technology Committee was actively engaged in ensuring the responsibilities were accomplished. Some highlights of the committee's work during the past year are below:

- Conducted an analysis of website traffic to determine what resources visitors to the website were accessing. This information was shared with the BOT and the Technology committee facilitated a discussion about what resources seemed to be most useful to members and how the organization could expand on those resources to attract more visitors.
- Worked with the Membership Committee to develop a submission process for CLD Member Profile cards,

Photo by: *Visit Baltimore*

39th Annual CLD Conference
Lord Baltimore Hotel
October 19th and 20th, 2017

Less than four months from now . . .

We will be joining each other for scholarship and fellowship as we take part in CLD's Annual Conference. There is an amazing lineup of speakers and presenters gearing up to bring you an unforgettable experience.

Join us as we:

- ⚓ Listen to **Dr. Tom Scruggs** speak about the historical and contemporary perspectives of specific learning disabilities as our **2017 Lee Wiederholt Distinguished Lecturer!**

- ⚓ Help **Trisha Strickland** and the **Local Arrangement Committee** celebrate Baltimore!

- ⚓ Meet the 2017 Cohort of the **Inaugural Leadership Institute!**

- ⚓ **Attend** many presentations, meetings, and social events!

Have **you registered** for the conference held at the fabulous **Lord Baltimore Hotel**? **Registration** is *now open.* **Don't miss it!!!!**

The Best of Baltimore

Looking for something to do before or after the conference? Try these fabulous and infamous attractions!

Baltimore Inner Harbor
http://baltimore.org/article/baltimore-inner-harbor

Maryland Science Center at Baltimore's Inner Harbor
www.mdsci.org/

National Aquarium - Baltimore, MD
https://aqua.org/

Fort McHenry National Monument and Historic Shrine
https://www.nps.gov/fomc/

American Visionary Art Museum
www.avam.org/

B&O Railroad Museum
http://www.borail.org/default.aspx

Port Discovery
www.portdiscovery.org/

Babe Ruth Birthplace Sports Legends Museum Baltimore MD
www.baberuthmuseum.org/

The Maryland Zoo in Baltimore: Home
www.marylandzoo.org/

The Walters Art Museum
https://thewalters.org/

Edgar Allen Poe House and Museum
www.poeinbaltimore.org

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(5 Ways To, *continued from page 6*)

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(Committee & Chapter News, *continued from page 7*)

featured weekly on social media (**consider submitting a profile card here**).

- Supported the Vice President on the submission and review of proposals for the 39th International Conference on Learning Disabilities, to be held in October in Baltimore.
- Supported the Leadership Development Committee on the submission of nominations for CLD awards and the inaugural Leadership Institute.
- Solicited and vetted proposals for a new conference proposal submission system, hopefully making the submission of proposals to the CLD conference easier for members. The development of this system will occur throughout the summer of 2017, and will be officially unveiled in the fall of 2017.
- Coordinated efforts to conduct a literature review of current research on assistive and educational technology being used to support the academic, behavioral, and social emotional outcomes of students with learning disabilities. Results of this literature review will be shared during a session at the 39th International Conference on Learning Disabilities in October and a manuscript of results will be prepared.

If any aspect of the Technology Committee's work interest you, please consider joining the committee as a member. If you have any questions or would like to discuss the work of this committee, please contact the Technology committee co-chairs, Joseph Morgan (**joseph.morgan@unlv.edu**) or Lisa Morin (**lmorin@odu.edu**).

Update from the Colorado Chapter of the Council for Learning Disabilities

The Colorado Chapter of the Council for Learning Disabilities will say good-bye to retiring board member Dr. Patty Meek in June. Patty served on the board for 12 years, leading the chapter for two consecutive terms as president. She was responsible for creating a Research Award Program that recognized the rigorous action-research projects of dozens of teachers across the state. We will miss her candid remarks and her "wait, wait, don't say anything" moments.

CLD NEWS & NOTES . . .

➠ Registration for the 39th Annual CLD Conference is now open! Visit **https://goo.gl/DbGKPw** for more information and to register!

➠ *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.

➠ Review the Mission and Vision of CLD on this page, and it is also available here: **https://goo.gl/tlS6OW**. Also, get contact information for all members of the Board of Trustees here: **https://goo.gl/z683Yr**.

➠ 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**!

(President's Message, *continued from page 1***)**

CLD committee. There are numerous committees that span all aspects of the organization. I have no doubt that you could find one that promotes your specific interests in Learning Disabilities. The website has information on each committee and contact information for the chair of that committee. Please visit the CLD website and take the time to peruse all that CLD has to offer!

Again, thank you so much for providing me the opportunity to serve this wonderful organization.

Sincerely

Mary Beth Calhoon
2016–2017 CLD President

CLD Mission & Vision

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 life span. CLD accomplishes this by promoting and disseminating evidence-based research and practices 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.

Vision Statement: All individuals with learning disabilities are empowered to achieve their potential.