

CLD 2018

International Conference on Learning Disabilities

40TH ANNIVERSARY CELEBRATION!

October 11-12, 2018

Portland Marriott Downtown Waterfront, Portland, OR

PROPOSAL SUBMISSION OPENS: December 1, 2017

<https://council-for-learning-disabilities.org/cld2018-proposals>

DEADLINE FOR SUBMISSION: February 16, 2018

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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 life span. 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.

SESSION TOPICS

The Council for Learning Disabilities' 39th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. Students with LD are a heterogeneous population with a range of characteristics that can impact academic achievement, psychological processes (e.g., memory and self-regulation), and social/emotional development. All proposals must align to the CLD Mission Statement and address one of the following topic areas.

Assessment:

Proposals for Assessment sessions should clearly describe the theoretical underpinnings and research base for an assessment practice. Information about the reliability and validity of the featured assessments should be reported. Assessments may include those used for eligibility purposes or those used to inform instruction.

Assessment for Eligibility

Assessment for Eligibility sessions focus on factors that lead the field to a better understanding of the construct of LD and how to more accurately and efficiently identify students with LD who require special education services. Proposals addressing the multi-disciplinary nature of LD diagnosis, disproportionate representation of subgroups of students, and/or nondiscriminatory assessment practices are encouraged.

Instructional Assessment

Instructional Assessment sessions provide participants with information that will facilitate implementation of an assessment used to inform instruction (including progress monitoring). Proposals should include a brief summary of how the assessment promotes data-based instructional decision making for students with LD or those suspected of having LD.

Intervention Practices:

Proposals for Intervention Practices sessions should either present information from original intervention research, or content on how to implement an evidence-based practice for students with LD.

Original Research

Original Research sessions disseminate findings from intervention research with

individuals with LD, including (a) a brief summary of the theoretical underpinnings and existing research foundation for the intervention, (b) a description of the research methods employed (e.g., participants, measurement, procedures), and (c) results that demonstrate the effectiveness of the instructional or behavioral intervention.

Translating Research-to-Practice

Translating Research-to-Practice sessions provide evidence for the efficacy of a practice and provide strategies to participants that help them implement the practice with students with LD. Presenters should clearly delineate for whom the intervention would be beneficial (e.g., students with mild vs. severe reading disability) and the intensity of the intervention needed to provide effects.

Higher Education:

Proposals for Higher Education sessions should focus on topics related to either teacher preparation or how to enhance the skills of novice researchers.

Teacher Preparation

Teacher Preparation sessions describe evidence-based practices for preparing teachers to work with individuals with LD, their advocates, and their families. This might include a description of teacher preparation practices, examples of their use in a university or clinic setting, and data establishing their effectiveness. Topics related to contemporary issues in teacher preparation, new instructional approaches or models for professional development, or ways to measure effectiveness of teacher preparation programs are encouraged.

Developing Research Skills

Developing Research Skills sessions target novice researchers and are intended to advance knowledge in the area of research methodology in the field of learning disabilities. Topics might include (a) how to read and/or synthesize research-based articles, (b) how to form and effectively collaborate within a research team, (c) how to design and conduct rigorous research that provides evidence for interventions, or (d) strategies for effectively reporting research findings.

Legislation, Litigation, and Policy:

Proposals for Legislation, Litigation, and Policy sessions should address impact of regulations on the educational services for individuals with LD and the professionals who serve them at the local, state, and federal levels. Presentations that would be relevant to leaders at the individual school level are appropriate as well. Topics that relate to delivery of services for individuals with LD are encouraged.

TYPES OF SESSIONS

A description of each session type is provided below. Each session should include opportunities for participants to ask questions. **Important Note:** Proposals not adhering to the restrictions related to number of presenters will not be reviewed or considered for acceptance.

Panel

For either panel option below, multiple people will submit one proposal. The organizing theme must be aligned with the CLD mission statement and one of the designated conference topics.

Option 1: A single central theme is selected and multiple panelists with expertise in the selected topic discuss various viewpoints within the field. This panel option is required to consist of a minimum of three and a maximum of five panelists. Recommended: It is recommended that the panel identify a panelist to serve as a presider or discussant for the session.

Option 2: Several studies are identified related to the same general topic; authors of those papers comprise the panel. This panel option is required to consist of three to four papers. A minimum of three and a maximum of five speakers across all of the papers is required. A single study with multiple authors is not appropriate for this session type.

Roundtable

Roundtable sessions are small-group, informal discussions on an issue aligned with the CLD mission statement and related to one of the designated session topics. A maximum of five presenters are allowed for this session type. However, it is strongly recommended that no more than two presenters sit at the table to facilitate the interactive discussion during each rotation, because allowing more than two presenters at a time to sit at the round table restricts the number of attendees that can participate in the session.

Multiple roundtable presentations will be offered in the roundtable session's room. Within the 1.5-hour session, there will be three 25-minute rotations, allowing attendees to join three different discussions during the session.

Interactive Paper (Poster)

Interactive Paper sessions are designed for presenters to display a poster of their work and discuss the content with participants roaming the poster hall. The work should be aligned to the CLD mission statement and related to one of the designated session topics. The presenters should plan to include both written and graphic information on their poster. A maximum of five presenters are allowed for this session type. However, it is strongly recommended that a maximum of three presenters stand near the poster at any given time, because allowing more than three presenters at a time to stand near the poster restricts the number of attendees that can participate in the session.

Posters will be displayed in a large poster hall. Within a 1.5-hour poster block, there will be two 40-minute rotations. Throughout the session, attendees will interact with presenters for brief periods of time in order to visit as many posters as possible. **Important Note:** Some posters may be selected by the program chair for presentation in an alternate format: a structured poster session. This type of session is 1.5 hours and contains 6-10 posters clustered around content within a similar theme. At the

beginning of the session, one presenter for each poster provides an overview of their work to help attendees determine which posters to approach. Then, time is allotted for attendees to view individual posters of their choice and speak with the presenters. Finally, at the end of the session, presenters participate in a question and answer period to answer audience questions and generate a group discussion.

CALL FOR PROPOSALS

General Policies

1. The Program Committee seeks presentations that are evidence-based and timely with sound empirical and theoretical support. Proposals promoting commercial products, including books, will not be reviewed. Similarly, proposals unrelated to the mission and vision of CLD will not be considered.
2. An individual can be listed as a Session Leader only once. An individual may be included as a co-presenter on a maximum of 3 additional proposals. Proposals not adhering to the restrictions related to number of presenters will not be reviewed or considered for acceptance.
3. **Proposals submitted after the deadline will NOT be considered.**
4. Presenters (including both the Session Leader and all Co-presenters) are required to register for the conference by the speaker registration deadline – **7/02/2018**.
5. Some proposals may be wait-listed. This means that the session reviewers ranked the proposal as meeting criteria, but the proposal has not been accepted because of space availability. If other sessions are cancelled, wait-listed proposals will move into cancelled time slots as they become available. If a session is wait-listed, we will notify the Session Leader as soon as possible if cancellations occur.

Proposal Content (Include this information on separate, submission link.)

TITLE OF PROPOSAL (10 words or fewer):

If submitting two or more proposals on different aspects of the same project, (e.g., a roundtable on study findings, and an interactive paper on the literature review pertaining to the study), please, make sure the titles (and abstracts) adequately delineate the different emphases for each proposal.

ABSTRACT (50 words or fewer):

In the abstract, please do not use the words “panel,” “interactive paper,” or “roundtable;” instead just check the appropriate session type on the proposal form. A single comprehensive abstract should be provided for panel sessions.

PROPOSAL DESCRIPTION (limit 300 words)

All proposals should include a theoretical and/or research base that supports recommended practices and aligns with CLD’s Mission Statement.

- Proposals should include a description of how the content is useful for conference participants.
- Proposals describing original research should provide an overview of the study (including rationale, method, results, and implications).
- Panels should submit a single comprehensive session description with

specific topic shared by each presenter for Panel Option One, or titles of each paper presented for Panel Option Two.

- Proposals may include up to 3 references (not included in word limit).

SESSION TOPIC (select the one topic that best describes your proposal):

- Assessment
 - Assessment for Eligibility
 - Instructional Assessment
- Intervention Practices
 - Original Research
 - Translating Research-to-Practice
- Higher Education
 - Teacher Preparation
 - Developing Research Skills
- Legislation, Litigation, and Policy

SESSION TYPE (select one):

- Panel: Option1 (*multiple panelists on aspects of a single theme*)
- Panel: Option 2 (*multiple studies related to a single theme*)
- Roundtable
- Interactive paper (poster)

Would you be willing to accept another format?

- No
- Yes

If Yes, check all that apply:

- Panel
- Roundtable
- Interactive Paper (poster session)
- Structured Poster

TARGET AUDIENCE (check all that apply):

- Higher education faculty
- Researchers
- Teachers
- Graduate students
- Administrators
- Elementary focus
- Middle school focus
- High school focus
- Adult/postsecondary focus

CONTACT INFORMATION

Session Leader

Name: *(this is how your name will appear in the program)*

Title:

University/School/Organization:

Location of University/School/Organization (City/State):

Address: *(include that address where you can be reached year round)*

City, State, Zip:

Phone: ()

E-mail:

Co-presenters *(include information for all co-presenters; maximum 4 for any session type)*

Name: *(this is how your name will appear in the program)*

Title:

University/School/Organization:

Phone: ()

E-mail:

AGREEMENT TO ATTEND CONFERENCE AND PAY REGISTRATION

As part of the submission process, you will need to confirm your commitment to attend the conference and pay the conference registration.

Please check the boxes below to affirm understanding of conference requirements if your proposal is accepted.

- I agree to attend the CLD conference and present at the assigned time.
- I understand that acceptance of the proposal means a commitment that all session presenters and co-presenters must pay conference registration by the **speaker registration deadline: 7-02-18**.
- I understand that any presenter who has not registered by the **speaker registration deadline** will be removed from the program. If multiple speakers have not registered by the **speaker registration deadline**, I understand that the entire session will be replaced with a waitlisted presentation.
- I understand that I will be responsible for fees associated with audiovisual equipment, other than a standard LCD projector and screen (which will be provided).

SUBMISSION INSTRUCTIONS

1. Go to <https://council-for-learning-disabilities.org/cld2018-proposals> for further submission instructions and to submit all requested proposal information:
2. It is recommended that proposals first be typed into a Microsoft Word document and then copied and pasted into the online form, as information entered online cannot be saved.
3. For proposals to be considered, all requested information must be submitted.

Incomplete proposals will NOT be considered.

4. An acknowledgement of receipt of the proposal will be sent to the Session Leader only. It is the Session Leader's responsibility to communicate information to all co-presenters.

REVIEW PROCESS

The Program Committee manages the review process. Members of the following groups are invited to participate in the review process: (a) Conference Planning Committee members, (b) Research Committee members, and if needed, (c) members of the Executive Committee and standing committee chairs.

The Session Leader will be advised by email of the Program Committee's decision by April 16, 2018.

OTHER IMPORTANT INFORMATION

Technology Availability

CLD will supply an LCD projector and screen for all panel presentations. Please be advised that speakers using projection devices will need to supply their own laptop and connecting cords.

Other audio-visual needs (e.g., overhead projector, speakers) are the presenter's responsibility.

Internet access will NOT be available in the meeting rooms.

Poster Sessions

CLD will provide a trifold poster board (36" x 48"). Posters must fit to these dimensions. Presenters will be able to place a small amount of materials on table in front of poster.

Hotel Accommodations

The conference hotel is the Portland Marriott Downtown Waterfront in beautiful Portland, Oregon. Visit CLD's website, <http://www.council-for-learning-disabilities.org/> for more information.

Contact Information for Questions

For any questions, please feel free to contact the conference program chair, Lindy Crawford, at lindy.crawford@tcu.edu

GRADUATE STUDENTS

Graduate students are encouraged to submit proposals. In addition, faculty are strongly encouraged to present with their graduate students.

CLD LEADERSHIP INSTITUTE

CLD is pleased to provide the CLD Leadership Institute the day prior to the conference. Graduate students and early career scholars are strongly encouraged to consider attending this pre-conference event.

Sessions will be led by CLD leadership, editors of CLD affiliated journals, and prominent CLD members. Topics can include, but are not limited to

- the history of CLD and the field of LD
- balancing service and teaching/research responsibilities,
- finding postgraduate employment (e.g., interviewing effectively, determining the best person-employment match),
- establishing a research agenda, building your vita, and obtaining funding,
- strategies for successfully conducting research within local school districts,
- expert advice related to networking and collaborating on scholarship, and
- tips for teaching in higher education (writing syllabi, instructional resources, use of technology), and supervising preservice teachers.

The CLD Leadership Institute will be free to selected participants. Only the first 25 eligible applicants will be invited to attend. Participants who attend the CLD Leadership Institute will be considered for selection in the CLD Leadership Academy the year following Institute attendance.

The Leadership Development Committee will send out additional information about the event to the CLD membership. Questions about the CLD Leadership Institute should be directed to the Leadership Development Co-chair, Diane Bryant, at dpbryant@austin.utexas.edu