CLD LD Forum

President's Message

Dear CLD Members,

It's hard to believe the spring semester is almost over. Members of our BOT have been focused on many items of their agendas, working tirelessly to ensure the growth and influence of CLD in our communities, nationwide, and internationally. I have highlighted some of this work below.

Election Results

Thank you to all who voted in the election this spring. CLD was lucky to have three highly qualified candidates for the office of Vice President this year. I am extremely happy to announce our new Vice President is Dr. Lindy Crawford. Congratulations, Lindy!

Results from the votes on other items were:

1. The Professional Development committee has been dissolved.
2. The Standard and Ethics committee will be dissolved on June 30, 2017. Reassignment of the duties of this committee are currently being addressed by the BOT.

Committee Updates

Conference Committee: The conference committee is happy to announce its new co-chair, Dr. Anne Brawand. Anne is moving from being the chair of the Communication Committee to this new position. We are very excited to work with Anne on conference-related business.

The conference committee is gearing up for our 2017 conference in Baltimore (to be held on October 19 and 20); I hope you are making plans to attend. Our J. Lee Weiderholt Distinguished Lecturer for this conference will be Dr. Tom Scruggs, Professor Emeritus George Mason University. Baltimore is an exciting city with many opportunities for learning and just plain fun. Registration information is forthcoming, so please be on the lookout for this.

Sponsorship of CLD Conference: Has the annual CLD conference been a place for you to meet and network with colleagues? Has the annual conference helped support your career? Then please consider either a personal or institutional sponsorship for the conference. There are numerous areas of sponsorship, including our CLD award winners, our keynote speaker, and many other aspects of the conference.

To learn more about sponsorship, or making a general donation to CLD, please visit our webpage.

Leadership and Development Committee: CLD is proud to announce the inaugural CLD Leadership Institute at the 39th CLD conference this year. The Leadership Institute will occur on October 18, 2017 from 9:00 am to 4:30 pm at the Lord Baltimore Hotel. Attendees will hear information on topics pertinent to their careers and leadership development from various experts and leaders in CLD. There is no cost to attend the Leadership Institute (LI) for selected participants.

Membership Committee: The membership committee is continuing to gather profile information on our members. Please contact the Chair of this committee, Dr. Heather Haynes-Smith for more information on how to get your profile on our Facebook page.

Technology Committee: The technology committee has been hard at work getting estimates for conference software packages. Since the presentation and participant numbers are climbing for our conference, we are looking into software that will make the process easier for our conference committee.

General Information

As always, we encourage all members to become active in CLD by joining and working with a committee. The committees and their chairs are located on the CLD webpage. Please take the time to read through the descriptions of the committees and find one that matches your interests.

I wish everyone a great end of the semester.

Mary Beth Calhoon
President, CLD

In This Issue . . .

5 Ways To . . .

Model Universal Design for Learning in Online Teacher Preparation Courses

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California State University, Fresno

Students with learning disabilities (LD) can benefit when teachers provide instruction in the educational environment anchored in the principles of Universal Design for Learning (UDL). The options for representing content in more than one format can give students who struggle with text, as students with LD often do (Lyon, 2003), greater opportunities to understand complex material. A curriculum that offers multiple options for students to express understanding can also benefit students with LD by giving them more ways to demonstrate mastery of the subject matter. Providing students, particularly those who struggle in many educational environments, options to engage in the goals of lessons and units can make it more likely that these goals are attainable. However, preservice and inservice teachers are not always familiar with techniques for integrating the UDL principles in their classroom environments. One way to ensure that teachers of students with LD understand how to use these principles is for teacher education to integrate them and explicitly identify when they are being used.

Background Information on Universal Design for Learning

UDL is a design framework that focuses on addressing the needs of a variety of learners (Meyer, Rose, & Gordon, 2014). The framework has the potential to exist in all learning events, including online and digital environments. Purposefully integrating UDL into teacher education involves planning from the start for systematic variability among the learners in the environment. Whether teachers are explicitly designing curriculum or choosing and assembling curricular elements, the practice of UDL rests on addressing learner variability through its three principles: (1) provide multiple means of representation, (2) provide multiple means of action and expression, and (3) provide multiple means of engagement (Meyer et al., 2014; Rose, Meyer, & Hitchcock, 2005).

The first discussed in this context is for the instructor to consider how to provide multiple means of representation. Central to this first principle is the concept that learners have options to acquire information in a manner that most appropriately fits their needs. Examples of this principle in an online environment include class communication systems that use chat boxes, audio streams, and webcams. Teachers and students can experiment with concepts collaboratively using an array of virtual manipulatives.

Second, the action and expression principle provides learners with multiple means of interacting with content and demonstrating knowledge. Examples can be as varied as students producing audio recordings and videos, creating charts, graphs, and illustrations, or using interactive websites. Group work in virtual breakout rooms, as well as communicating through whole body movement using a webcam and Xbox Connect, are other ways for students to engage with and control their learning.

Third, the engagement principle calls for providing multiple means of engagement, allowing each learner to interact with materials in authentic ways that align with their learning in different contextual settings. For example, students may choose to learn a variety of mathematical concepts in different ways. As UDL encourages students to become expert learners, this then encourages students to engage in learning in unique ways. Each student brings his/her own background knowledge, culture, and risk tolerance to every learning encounter.

Students with LD should have access to UDL in their school experiences. For new teachers to see and understand the constructs, university instructors should model the principles by designing instruction infused with a UDL lens, and make this design apparent to learners. This framework can better prepare pre-service teachers to use and identify ways of integrating the principles in their classrooms. Since many teacher preparation programs offer classes in online or digital formats, it follows that these courses should plan to use design features drawn from UDL. This paper will provide five specific examples teacher educators can use when designing courses that incorporate UDL into online or digital courses or learning events.

Five Ways to Model UDL in Online Teacher Preparation Courses

1 **Identify barriers.** Students with LD experience barriers in many instructional environments. Similarly, online courses come with barriers that instructors can inventory both prior to beginning the course, as well as later when new learners join. It is helpful to keep in mind that a barrier for one learner may not be for another. For example, one barrier may be the online learning platform (OLP) the

university provides. The OSP could be new to the preservice teacher or the instructor. A way to break down this barrier is to take advantage of existing tutorials for the specific OLS. Requiring this tutorial at the beginning of an online course, for course credits or points, helps to mitigate this barrier. In addition, the instructor can create a tutorial for the specific course. Another common barrier in online courses can be text heavy content. Professors can help preservice teachers overcome this barrier by modeling content delivery in a variety of modalities (i.e., videos, graphics, or narrated PowerPoints). Teacher educators can highlight the process they underwent to identify and mitigate these barriers for their students.

2 **P**rovide options for sustaining effort and persistence. Learners with LD often need to utilize considerable effort to sustain the energy and attention it takes to learn new and complex tasks. Students with LD can fluctuate considerably in their ability to self-regulate the learning process. The amount of difficulty for each learner can vary depending on the subject matter or context of the learning event. An important instructional goal for teachers is to build in skills for self-regulation and self-determination that will support these learning opportunities (Meyer et al., 2014). The external learning environment should include options to build and sustain students' effort. Digital environments can model options to sustain effort and persistence for pre-service or practicing teachers.

These courses could provide specific opportunities to get help (Grabinger, 2010). Since online, digital, and blended courses have the benefit of occurring any time and place, access to the instructor should be flexible as well. This includes options for both face-to-face and digital communications. Hodges and Cowan (2012) demonstrated that online course participants value timely instructor responses and clear directions. Within the virtual world, instructors should be available to respond during a variety of times within a semester. These may include weekends. By being available when students have questions, positive learning emotions and positive effort beliefs contribute to online learning outcomes (Tempelaar, Niculescu, Reinties, Gijselaers, & Giesbers, 2012).

Another way to build skills in self-determination and self-regulation in digital environments is to increase the relevance of instruction and provide concrete connections to personal and professional goals (Marchand & Gutierrez, 2011).

Since digital learning often forces students to take ownership over their learning and requires instructors to adjust to the shifting roles of these students (Regan et al., 2012), proactive planning for this shift could increase student success and model supports that students with LD would benefit from.

3 **P**rovide options for expression and communication. It is critical for all learners to be able to express knowledge, ideas, and concepts in a variety of ways. This is an important consideration when designing learning events for students with LD. While mastering the same content, learners with LD can vary in their ability to excel in one type of expression. For example, some students find creating a dramatic or theatrical performance relatively easy, while struggling mightily with explaining the same content in writing. Teachers need to provide alternative modalities for expression to "allow all learners to appropriately (or easily) express knowledge, ideas and concepts in the learning environment" (Meyer et al., 2014).

In digital spaces, teacher educators could easily provide options for expression and communication to their preservice teachers. Traditional discussions are an identifiable barrier for many students in post-secondary online courses (Rose, Harbour, Johnston, Daley, & Abarbanell, 2006). Because peer-to-peer learning is so important in university work, it is necessary to reduce this barrier. Bower and Hedberg (2010) found that student interactions and collaboration increased as instructor-dominated activity designs decreased. Maximizing student choice for demonstrating knowledge during online course design and building in options for collaboration can decrease instructor dominance while not taking away from positive instructor presence. The current free or low cost opportunities for learners to express themselves online is practically unlimited. Teacher educators should provide new resources for expression and take time to instruct preservice teachers on how to use each resource. Instructors can strive for effective alternative assessments based on goals and objectives and take this opportunity to be metacognitive about their choices.

4 **P**rovide options for executive function. The UDL framework attempts to expand executive capacity in two ways: "1) by scaffolding lower level skills so that they require less executive processing; and 2)

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by scaffolding higher level executive skills and strategies so that they are more effective and developed" (CAST, 2011). Since students with LD often have reduced executive capacity due to managing skills that are not often fluent (i.e., reading, writing), supporting executive functions is important. The design of online environments can provide opportunities to model the scaffolding of executive functions clearly due to the complex nature of digital learning for most of the preservice teachers who engage in this platform.

For example, Capdeferro and Romero (2012) found that frustration is a common phenomenon with university students in online collaborative learning. This creates a space where students have stressed or impaired executive functioning abilities. When instructors provided self-regulatory learning behaviors for undergraduate students in online courses, positive experiences and outcomes for these students occurred (Kirby, Barbour, & Sharpe, 2012). Instructors can model metacognitive goals with transparency by explaining and pointing out instructor thinking around the choices of content and assessment. One way to demonstrate and support executive functions is to consider the many choices digital environments offer in new applications and programs. Instructors can demonstrate a way to judge which options work for the goals of the course and how specific digital tools match those goals.

5 **P**rovide options for language, mathematical expressions, and symbols. Learners vary in their ability to gain meaning depending on how the content is represented. Students with LD may struggle with both text and symbols. "An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all learners" (CAST, 2011). Students with LD can be set up for success if they have individual clarification around core concepts (Coy, Marino, & Serianni, 2014).

An alternative way of presenting information in both face-to-face and digital environments is by integrating video. In several studies, the use of video communication and content delivery had a positive impact on university student mastery in online courses. Kennedy & Thomas (2012) effectively include the use of content acquisition podcasts as a "valid method for creating powerful multimedia instructional materials" (p. 16). Borup, West and Graham (2011) found that

video communication had a substantial impact on establishing instructor's social presence. In another study (Kay & Kletskin, 2012), students reported significant knowledge gains because of the use of problem based video podcasts. Additionally, Thomas (2011) found that incorporating video cases as pre-instructional tools for future class meetings was an effective instructional strategy. Instructors should be taught how to use video accessibility options such as closed captioning. Other specific examples for digital environments are included in Table 1.

Concluding Thoughts

There are compelling reasons to purposefully access Universal Design for Learning in teacher preparation courses, with one major reason being the opportunity to model UDL principle integration. These future educators may not have been exposed to UDL within their own educational past and may not understand the power of providing options within educational environments. A key contribution to the effort of preparing teachers to design instructional environments with UDL involves professors modeling UDL within teacher preparation courses to highlight specific strategies that can serve as powerful learning tools for students with LD.

Author's Note

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Table 1. Recommendations for UDL Implementation

Guideline/UDL Concept	Recommendations in Digital Learning Events (UDL on Campus, 2016)	Resources
Provide options for sustaining effort and persistence	• Provide specific places to get help. Office hours can be facilitated through Skype, Zoom, Google Hangout, instant messenger, or Twitter chat. • Instructors commit to answering emails (or texts) during evening and weekend hours during the course. • To further encourage options, professors could have face-to-face and synchronous office hour options each week.	Synchronous delivery can be handled using Zoom, Google Hangout, Go to Meeting, or Blackboard Collaborate. For asynchronous delivery, this could be a closed Facebook page, Padlet, shared Google document, or a Twitter hashtag. Provide instruction on how to analyze the digital options available to students.
Provide options for expression and communication	• Ask students to generate resources to share with the class to increase options. This allows for the instructor to be aware of new resources and to understand the resources students find most accessible.	For example, use Vimeo, YouTube, Prezi, PowerPoint with voiceover, Screencast-o-matic or S'More which are all free.
Provide options for executive functions	• Provide instruction to support learner choices. This does not mean that the teacher needs to have mastery of each option but instead is willing to learn alongside students in making judgments. Included in the assignment is a reflection piece on the effectiveness of their choice of expression. Share the reflections with the whole class.	Give the class three choices for an assignment that reflects on interacting with new content, i.e., a book chapter, journal article, or lecture: iMovie, PowerPoint with voiceover, or Voki. Create a rubric for students to use when choosing applications for expression. Assign small groups of students to create a rubric to use when choosing applications for expression.
Provide options for language, mathematical expressions, and symbols	• Teach students how to use accessible options with the learning management system used within the course as well as how to use accessible options with commonly used resources. • Create a Facebook page that is open only to the students in the course. Assign postings (written, images, videos, graphic organizers) based on reaction to content, encourage and then assign students to comment on each other's posts.	GIFs. Go to Facebook, message a friend, click on GIF button, type in the idea "have a good day", and you can send an expression immediately. Better yet, have students create their own GIF's to send to each other or the instructor to express ideas and reactions to content.

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UDL On Campus: Universal Design for Learning in Higher Education–a guide. CAST: **http://udloncampus.cast.org/home#.VE6ccRCF9vk**

39th Annual International CLD 2017 Conference

Baltimore, Maryland
October 19–20, 2017

http://www.council-for-learning-disabilities.org/2017-annual-conference

Mark your calendars for a fantastic learning experience! The 2017 International CLD Conference will be held in Baltimore, Maryland, **October 19–20, 2017.** Come join us at the newly renovated Lord Baltimore Hotel, which is centrally located downtown near the Inner Harbor and the National Aquarium.

2017 J. Lee Wiederholt Distinguished Lecturer

We are excited to announce that **Dr. Tom Scruggs,** of George Mason University, will serve as the J. Lee Wiederholt Distinguished Lecturer. Dr. Scruggs will serve as the keynote speaker, and will share a historical and contemporary perspective of the field of learning disabilities, while also shedding light on future endeavors within the field of learning disabilities.

Program Chair

Dr. Sheri Berkeley, CLD Vice-President, serves as the Program Chair for the 39th Annual Conference. Dr. Berkeley anticipates notifying conference presenters of their proposal status by **mid-May.**

Local Arrangements Committee

Trisha Strickland is leading the Local Arrangements Committee (LAC) for the 2017 Conference. The LAC is diligently working on identifying sponsorships, coordinating volunteers, and finding activities in Baltimore for conference attendees. Please contact Trisha Strickland (**Strickland@hood.edu**) if you are interested in helping the 2017 LAC Committee.

Connect to CLD with Social Media

Follow us on **Facebook** (**https://www.facebook.com/Council-for-Learning-Disabilities-International-196204000418174**) and **Twitter** (**https://twitter.com/CLDIntl**) for updates about the conference and fantastic places to visit while in Baltimore.

Sponsor the 2017 Conference

The conference committee is now accepting sponsorships for the 2017 CLD Conference in Baltimore, Maryland. Sponsorship is very important to the success of the CLD Conference. For more information please contact Donna Sacco (**donnamsacco@gmail.com**) or Rajiv Satsangi (**rsatsang@gmu.edu**).

Communications Committee Update

The Communications Committee has been assisting the Membership Committee with executing their initiative of posting member profiles to social media that began this past January. You can see these profiles by following us on social media. Additionally, if you would like to be featured in a member profile, complete the form at **https://docs.google .com/forms/d/e/1FAIpQLSd84sY0EdmGz-75JyqdFgu-8RHGLJhnN2H1OY1pu-_t0skLfw/viewform**. Share the link with other colleagues who you think should be featured!

The Communication Committee is also in regular contact with the Social Media Editor to ensure important announcements are posted regarding the organization and conference information.

Nominations and Election Committee Update

The Nominations and Election Committee is pleased to announce that Dr. Lindy Crawford, Professor and Ann Jones Endowed Chair in Special Education at Texas Christian University, won the 2017 CLD election to become the new Vice President effective July 1, 2017. Congratulations to Lindy and a huge thank you to the other candidates for their interest in CLD.

Outstanding Research Award Announcement, Research Committee

CLD is searching for outstanding dissertations!

The Council for Learning Disabilities annually recognizes an outstanding researcher who submits a manuscript-length paper about learning disabilities that is based on a doctoral dissertation completed within the last five years. The award recipient will present as a guest at the annual international conference. This recipient receives a complimentary registration to the 2017 CLD Annual Conference, CLD membership or renewal, and is also presented with a certificate of recognition and an honorarium at the conference awards reception. The awardee will be profiled in the *LD Forum* and on the national CLD website. Additionally, the recipient's paper will be submitted for possible publication in *Learning Disability Quarterly.* For more information on CLD's Outstanding Researcher Award (ORA), please visit: **http://www .council-for-learning-disabilities.org/council-learning-disabilities-outstanding-researcher-award**

The current deadline for submissions for the ORA is May 1, 2017.

Colorado Council for Learning Disabilities (CCLD)

Math on the "Planes" (held on February 24 and 25, 2017) was a huge success. **Dr. Karen Karp** led a two-day workshop entitled *Looking at Tier 1 Instruction and Tier 2 Interventions: Supporting Students in Grades K-5 Who Struggle with Learning Mathematics*. Colorado educators from 30 school districts and a team from Jackson, WY attended the training. Two of the biggest "take-a-ways" for teachers: (1) We need to differentiate more in Tier 1 so kids can be successful without moving into the interventions of Tier 2 and (2) We need to focus interventions more on conceptual understanding before moving into algorithms.

Funds awarded through the CLD Chapter Grant Program were used to help with conference expenses. Thank you, CLD!

CCLD also awarded the first two Literacy Interventionist Scholarships to **Kelly Oberginski** and **Sara Scroggins.** Both women are pursuing a master's degree in the Literacy Interventionist Program at Colorado College. Each recipient was awarded $1,800.00 and a one-year membership to CLD.

Maryland CLD Chapter Co-Sponsors Professional Development

Where would you have found over 75 dedicated professionals on an unusually warm, sunny February 25th? Attending the 2017 Professional Development Conference "Unlocking the Dimensions of Special Education" in Columbia, Maryland! The conference attracted educators from Maryland, West Virginia, and the District of Columbia. Keynote speaker, Matt Barinholtz (educator and artist), presented "Everyone's a Maker: Project-Based Learning for Exceptional Learners". After this presentation, attendees had a choice of four 50-minute concurrent presentations, during each of three breakout sessions. Breakout presentations included such topics as advocacy, UDL, behavior management, family engagement, and evidence-based math and inclusive practices. The MD CLD Chapter co-sponsored the event with Maryland CEC through a generous donation from CLD.

Debi Gartland, President of MD-CLD

Conference Invitation from the Midwest Chapter of CLD

On April 13 and 14, 2017, Kent State University is hosting the Kauffman/Badar Conference on Contemporary Issues in

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Special Education. Sponsored by an endowment from James Kauffman and Jeanmarie Badar, this event features presentations and in-depth discussion on current topics and critical issues in special education research and practice.

The topic for the event this year is Multi-Tiered Systems of Support. Notable scholars from around the country will be on hand to share their work and engage in debate and discussion with attendees.

A preliminary schedule and list of presenters is included below.

Thursday, April 13, 2017

Keynote: 5:30pm, James Kauffman–Professor Emeritus, University of Virginia

Panel Discussion featuring:
- Kathleen Lane–University of Kansas
- Naomi Zigmond–University of Pittsburg (Professor Emeritus)

- Tim Landrum–University of Louisville
- Jeanmarie Badar–Independent
- Deborah Reed–University of Iowa
- Nate Stevenson–Kent State University

Friday, April 14, 2017 (8am–4pm)

Featured presentation from Kathleen Lane, University of Kansas

Breakout sessions from:
- Deborah Reed–University of Iowa
- Amity Noltemeyer–Miami University (OH)
- Jenine Sansosti–Director of OH State Support Team 8
- Nate Stevenson–Kent State

You can find more information about this conference, as well as register to attend, at **http://www.kent.edu/bkconf**.

CLD NEWS & NOTES . . .

➤ Thank you to everyone who submitted a proposal for the 39th International Conference on Learning Disabilities! The review process has been completed, and the program chair is analyzing the data from the reviews. We hope to make notifications to presenters by late spring.

➤ Nominations are open for Teacher of the Year (**https://goo.gl/fBu0as**) and the Floyd G. Hudson Service Award (**https://goo.gl/QrX6tS**). Consider nominating someone today! Nominations are due by **May 1, 2017.**

➤ *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**!

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.