



A Publication of the Council for Learning Disabilities

February 2018

President's Message



Dear CLD Members,

At my university, this is the time of year when we submit documents for our annual evaluations. In keeping with the theme of professionalism that I have set for CLD this year, it seems an appropriate time to reflect on how we hold ourselves accountable as professionals in the field. It can be tempting to reduce an evaluation to tally marks of the things we have accomplished such as the number of service activities we performed or manuscripts we have published. These are metrics that define our productivity, but they do not capture the essence of our contributions. How do we evaluate the ways in which we conduct ourselves while accomplishing milestones?

One consideration for gauging the professionalism of our work is identifying **whose interests are served** by our actions. This requires a thoughtful analysis of who will benefit from what we do and who may experience an unintended consequence. Imagine a scenario in which a community organization has received a donation that will allow them to provide the local elementary school with tutors for children with reading disabilities. The tutors will be college students who will be trained by the community organization. The organization would like to promote their tutoring approach to raise additional funds to support their efforts.

- *Who will benefit from this?* It is possible the children may benefit from additional practice with reading. The tutors will benefit because they will receive credit from their universities for the practicum hours. The organization will benefit because they will have leverage to garner more donations.
- *Who may experience an unintended consequence?* The children will be pulled out of other instructional activities to participate in the tutoring, so they may miss opportunities to learn other content and skills. Because the tutors are being trained by novices,

they may develop habits that are not consistent with best practices for teaching reading to students with disabilities. The donors whose funds went to the tutoring program could not financially support other initiatives that may have stronger evidence of effectiveness.

These are the kinds of dilemmas that practitioners, service providers, and researchers regularly face when trying to “do what is best for kids.” It is important to think through and carefully weigh the benefits and unintended consequences, rather than making decisions based on what will meet our annual goals.

Another way to evaluate professionalism is by how our efforts **pave the way for others** to experience success. This includes not only individuals with LD whom we are committed to serving, but also our future leaders and colleagues. There are many aspects of our work that are competitive such as getting grant funding, being chosen for a leadership position, or earning a merit raise. Individuals who are active in professional organizations like CLD are often driven to excel, so it is to be expected that we would have a competitive nature. However, we also join CLD because we believe

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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 ...

5 Ways to Support Secondary Students with Learning Disabilities in the Content Areas

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There is a growing need for the implementation of strategies to support secondary students with learning disabilities (LD) in the content areas. Approximately 80% of students with LD are diagnosed with reading disabilities, often with reading levels between three and five grade levels below their same-aged peers (Fenty, McDuffie-Landrum, & Fisher, 2012). Data from the National Assessment of Educational Progress (NAEP, 2015) indicate that reading scores for students in grade 12 have consistently decreased since 1992. Likely due to the increasing standards and rigor, the data may also suggest that secondary students lack the reading skills necessary for academic success and the primary the emphasis of instruction in secondary classes is on content knowledge acquisition. However, only 4% of high school seniors with disabilities scored "proficient" on the NAEP history assessment (National Center for Education Statistics; NCES, 2011). Therefore, content area instruction at the secondary level can pose several challenges for students with LD because of the discrepancy between their reading abilities and the demands of content area reading (Schumaker & Deshler, 1984).

Similar discrepancies in achievement are found at the postsecondary level (Cortiella & Horowitz, 2014). Approximately 67% of high school graduates with LD enroll in postsecondary schooling within eight years of their graduation, although only 17% of these individuals receive accommodations and other supports in college and only 41% of this population complete schooling (Cortiella & Horowitz, 2014). Scores from both the high school and postsecondary education setting highlight the need for instructors in content areas to embed evidence-based supports to address the content-area reading needs of students with LD.

The literature is replete with examples of these techniques that can support student learning. For students with LD who struggle in writing, explicit and direct instruction coupled with instructional strategies can be an effective means to help overcome deficiencies in the ability to organize one's thoughts into a cohesive piece (Ewoldt & Morgan, 2017). For lecture-based classrooms, students with LD need assistance in note-taking as students report difficulty with keeping up with the lecture while writing, identifying the most important information to write down, and being able to study from those notes (Boyle, Forchelli, & Cariss, 2015). In

addition, students with LD often struggle to read and comprehend expository text (Hughes & Parker-Katz, 2013) leading to greater challenges when faced with expository reading in secondary classes, such as science and social studies. By adapting curricular materials, learning outcomes, and other environmental factors for inclusion, students with LD can more readily engage in general education curriculum during their secondary school years.

According to the U.S. Department of Education (2015), over 67% of students with LD spend most of their time in a general education classroom during elementary and secondary years. Students with LD are also attending postsecondary schooling at increasing rates. Secondary teachers should make appropriate adaptations to the general education instructional environment and materials to best meet the needs of students with LD to prepare them for postsecondary schooling. Because students with LD have average or above average intelligence, accommodations are preferred over modifications. When teachers implement appropriate accommodations, they increase students' access to secondary content.

Adaptations should include appropriately selected accommodations to assist students in overcoming challenge areas while accessing the general curriculum. Conley (2012) notes several key factors to success in postsecondary schooling. Among those factors are knowledge of content and knowledge of learning skills. Teachers of secondary students with LD are encouraged to identify the accommodations that may support students prior to modifying the work load or the academic outcome (O'Keefe & Medina, 2016).

There are many evidence-based practices that can support secondary students' success in content-area courses, and many of these practices can support positive postsecondary outcomes (Ciullo, Falcomata, & Vaughn, 2015; King-Sears et al., 2015). An overview of these recommended practices is included in Table 1. In the sections that follow, we will discuss five practices that have the potential to enhance content area comprehension for students with LD. These strategies include the application of Universal Design for Learning principles, strategies to support memory, study skills supports, graphic organizers, and technology.

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Table 1. Supporting Content Area Instruction with Universal Design for Learning

| Instructional Practice | Classroom Application |
|--------------------------|---|
| Supporting memory | <p>Offer options in textbook format as e-books or audiobooks to allow students to focus on content without the barrier of reading; use text features to emphasize important information</p> <p>Provide students with personal word walls or personal vocabulary boards; support memory by asking students to create their own mnemonics to remember names, facts, and processes</p> <p>Vary instructional activities to keep students actively involved in learning; provide opportunities for sensory stimulation in the room (e.g., music, talking/not talking, etc.); offer choice</p> |
| Study skills development | <p>Provide notes or outlines for students to focus on content as it is delivered; pair students with note-takers</p> <p>Permit audio-recording of class lectures to provide the opportunity for lecture review and reviewing of class notes; use videos with closed caption</p> <p>Provide explicit instruction and practice in how to plan assignments or large projects; assist students to develop learning goals and design a plan to meet those goals</p> |
| Graphic organizers | <p>Provide students with a personal vocabulary book with Frayer model templates to allow them to see new vocabulary terms in multiple forms</p> <p>Include graphic organizers such as concept maps as a tool to be used for content review</p> <p>Teach students the application of Venn diagrams, semantic feature analyses, flowcharts, etc.</p> |

1 **Incorporate the principles of Universal Design for Learning (UDL).** A frontline of defense in adapting to curricular needs and learning outcomes is the implementation of UDL. UDL is an instructional framework that includes principles intended to reduce learning barriers and promote effective instruction for all learners (Hall, Meyer, & Rose, 2012, p. 1) by increasing the flexibility in how: (a) information is presented, (b) students demonstrate learning, and (c) students are engaged in the learning process (Higher Education Opportunity Act, 2008). The use of the UDL principles provides an opportunity for teachers to design instruction to meet all students' needs from the planning stages through lesson implementation. It assumes variance between learners and plans for that variance from the beginning, as opposed to adjusting for instructional differences once instruction has begun. When more adaptations are necessary, accommodations and modifications can be implemented to further meet students' needs. Literature supports the use of UDL in all content areas (King-Sears et al., 2015; Thomas, Van Garderen, Scheuermann, & Lee, 2015). Students with LD who are taught in a UDL classroom, are better able to learn in a way that meets their needs and, with explicit instruction in generalization, develop lifelong learning skills to help them after graduation (King-Sears, 2008).

The three main tenets of UDL are described below.

Engagement develops student excitement about learning (National Center on Universal Design for Learning, 2014)

which helps sustain effort for challenging tasks and develops skills for life-long, independent learning. Providing multiple opportunities for *representation* of concepts makes curriculum accessible while considering students' strengths and weaknesses. Peer-mediated instruction (Josephs & Jolivet, 2016) or study snippets, which are teacher-created short videos that summarize concepts in a catchy manner (Rapp, 2014, p. 86), can accomplish this task. Finally, teachers should seek varying ways for students to *express* learning. For example, instead of requiring only written responses, students could record (audio or video) their response in the form of a speech or commercial without compromising the objective or original requirements (Rapp, p. 135). Additional ways to implement UDL are provided in Table 1. In addition, further information on UDL implementation can be obtained from multiple sources. The authors recommend Novak (2016) for a more in-depth explanation of the principles of UDL and how to implement them in a classroom. Also, Owiny, Brawand, and Josephson (2017) elaborate on UDL and its application to the school setting.

2 **Teach students strategies to enhance their memory.** Each content area has its own content-specific and discipline-specific vocabularies (Shanahan & Shanahan, 2012). Several research-based strategies (e.g.,

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mnemonics) have been shown to increase memory skills of secondary students with LD to acquire vocabulary in the content areas (Hall, Kent, McCulley, Davis, & Wanzek, 2013). Examples of mnemonic strategies include the keyword strategy and letter strategies such as acrostics and acronyms (Mastropieri & Scruggs, 2014). The keyword strategy involves the association of a new word with a known word and image and is particularly useful when learning new content area vocabulary words. For example, in a Spanish class, students may be learning the word *ciudad* which means *city*. Students may draw a picture of a someone saying, “See you dad!” while looking across a city skyline. The connection between the words and the picture will help the student remember the meaning of *ciudad* as *city*.

A commonly used letter strategy is the acrostic strategy (Uberty, Scruggs, & Mastropieri, 2003). Acrostics are best used when recalling a list of items or events. The acrostic strategy can be most useful when the first letter of each item in a list of events or steps can be put together to make an actual word (Uberty et al., 2003). For example, one strategy that may assist students in pre-reading content area text is the THIEVES strategy (Manz, 2002). Using the THIEVES acrostic, students learn to examine the title, headings, introduction, every first sentence of each paragraph, visuals and vocabulary, end-of-chapter questions and summary in order to prepare for reading. The use of the THIEVES acrostic can support students with LD in recalling the steps necessary for content area textbook reading.

3 **P**rovide options to support study skills. Success for students with LD in college correlates to knowledge regarding the supports available (Connor, 2012). It is important for this population of students to acquire academic independence by high school so they will be able to use the skills in college. Secondary students with LD can manage classes with difficult content by applying proficient skills (i.e., note-taking) to effectively learn the information. In order to provide a strong foundation of study skills for college, secondary teachers can explicitly teach students with LD how to manage their available time (Connor). Explicit instruction in these areas of study skills is necessary for this population of students to fully understand how to use them in their learning (Paulsen & Sayeski, 2013). Self-regulation is developed as students begin to use strategies in-

dependently such as note-taking. Below, we discuss several note-taking and self-regulation strategies to support students with LD in the content areas.

Note-taking. Teachers must also explicitly teach common terms, abbreviations, and symbols and use them in lectures so students become familiar with their use (Paulsen & Sayeski, 2013). As far as interpreting the many visuals in textbooks (e.g., graphs, timelines, etc.), secondary students with LD must understand the purpose and how to extract the information presented. One example of an effective note-taking intervention for students with LD is guided notes (Boyle, 2012), or teacher-prepared outlines that can support students’ navigation of content area text by using a cloze procedure. Students complete their guided notes with these key points from the lecture or text (e.g. Boyle, 2010). Another note-taking intervention, the CUES strategy, is a mnemonic device representing five steps that prompt students to perform different actions using the strategic note-taking (Boyle et al., 2015). The CUES strategy teaches students with LD how to cluster together the main points of the lecture, use teacher cues, enter vocabulary terms and definitions, and summarize notes regularly. Note-taking strategies have been found to improve both the quality and quantity of relevant notes. Students can monitor their note-taking strategies before, during, and after the lesson using self-regulation (Bonner & Holliday, 2006).

Self-regulation. Self-regulation is how learners regulate or manage cognitive and metacognitive processes (Reid, Lienemann, & Hagaman, 2013) and has been found to be the greatest predictor of both academic success and social functioning (Blair, 2002). It is essential that students with LD learn to be autonomous with study skills (e.g., self-regulation, goal-setting, time management) in various content areas while they are still in high school so they maximize potential for positive postsecondary outcomes. Goal-setting helps students take ownership of learning, which results in college and career readiness (Conley, 2012). Planning and monitoring are essential skills within self-regulation that involve setting goals. Teaching secondary students with LD to develop schedules and set goals may decrease the difficulty of structuring time to meet these goals (Paulsen & Sayeski, 2013). Some critical skills in time management include creating a long-term organizer, managing a daily schedule, prioritizing items to be done, and scheduling weekly study time.

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Adults in the workplace employ time management skills on a daily basis and the earlier students master time management and other study skills, the more likely they will feel confident about managing real-life experiences in the future.

4 Teach students how to select and use appropriate graphic organizers to increase access to content and learning. Graphic organizers are one tool that all teachers can use to help secondary students with LD be more successful in the areas of reading comprehension, vocabulary, writing, and mathematics (Barton-Atwood & Little, 2013; Dexter, & Hughes, 2011; Thomas et al., 2015). Graphic organizers have also improved student learning in the content areas (Ciullo et al., 2015). Students with LD have been successful utilizing technology-based graphic organizers to acquire social studies content when taught explicitly (Ciullo & Reutebuch, 2013). It is essential that teachers teach their students how to select appropriate graphic organizers for the task to be completed, model its use, and scaffold instruction using partially-completed graphic organizers for practice. For example, utilizing an organizer while reading assigned chapters can improve comprehension for students with deficits in memory and organization (Boon, Paal, Hintz, & Cornelius-Freyre, 2015).

5 Integrate technology to support students with LD. Students with LD have numerous technology options to help them organize and manage their work, whether it is using a digital tape recorder, replaying podcasts, or maintaining a digital organizer (Connor, 2012). This abundance of technology at teachers' fingertips can make the selection of appropriate technology resources seem overwhelming at times. It is important to remember that technology tools used to comprehend, improve writing, and acquire content for students with LD need to be explicitly taught with guided practice and feedback to support learning (Ciullo & Reutebuch, 2013).

Boone and Higgins (2004) developed a software evaluation tool that allows educators to identify if a selected technology will serve the intended purposes of providing access to content and learning for students with specific types of disabilities. The selection and evaluation of technology tools is an iterative cycle of selection, implementation, and student feedback in order to reduce the likelihood of technol-

ogy abandonment (Parette & Scherer, 2004). Table 2 features examples of economical technology options for secondary students in content area learning.

Conclusion

Supporting secondary students with LD in the content areas through evidence-based practices can lead to successful post-secondary outcomes (Ciullo et al., 2015; King-Sears et al., 2015). It is important for teachers to model and scaffold use of appropriate strategies so students will become proficient with how to select supports for specific tasks to be completed and generalize to other content areas. Teachers can create opportunities for students to practice identified strategies through the implementation of mini-lessons. After modeling a particular strategy, teachers can allow students to apply the strategy to a new content area in small groups before doing this independently. These scaffolded opportunities allow students to receive feedback and apply strategies independently. Since less than half of students with LD complete their post-secondary schooling (Cortiella & Horowitz, 2014), it is critical for these students to acquire academic independence by high school so they will be able to use the skills in their post-secondary experiences (Connor, 2012).

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Table 2. Technology Supports for Students with LD in the Content Areas

| Technology | How this technology can support students with LD | Opportunities to integrate this technology into content area classes | Special considerations |
|--|---|--|--|
| Smart pen | Records audio and handwritten notes simultaneously Ability to play back in-class recordings at home during homework or study time | <ul style="list-style-type: none"> Useful in all content areas, particularly mathematics, science, social studies Students takes in-class notes using their smart pen with option to record the lecture | Smart pens often require special writing paper purchased through the distributor. Ensure that the paper selected matches the preferences of the learner and the needs of the content |
| Reading pen | Offers intermittent support by providing pronunciation and definition of a scanned word Provision of an efficient definition and pronunciation interferes less with reading | <ul style="list-style-type: none"> Useful in all content areas Independent reading of text or class assignments | Encourage use of headphones if used in class |
| E-text (or electronic textbook) | Offers course content in an interactive format Built-in comprehension checkpoints and clickable content increases access | <ul style="list-style-type: none"> Useful in all content areas Teachers can select textbooks and supplemental curricular materials that are available in e-text format, allowing choice in content access | Survey students to ensure that they have access to their e-text at home. |
| Screen reading software | Programs like JAWS will read internet or application screen content to the student Increases independence during I:1 device time. | <ul style="list-style-type: none"> Useful in all content areas and for independent research projects | Not all documents are screen-reader compatible. |
| Google Chrome accessibility extensions | Extensions allow students to interact with web content more independently. These extensions plus many more can be found at the Chrome Web Store (http://www.controlaltachieve.com/2016/10/special-needs-extensions.html) | <ul style="list-style-type: none"> Useful in all content areas and for independent assignments, group projects; word prediction helps with spelling; voice-to-text feature aids in writing fluency; text reader to aid in fluency and accessing text above ability. | Match the student's needs with the appropriate extension; use only with Google applications. |
| Microsoft Accessibility | Accessibility features allow students with disabilities to access digital tools (https://campustechnology.com/articles/2017/10/24/microsoft-unveils-immersive-reader-in-word-for-ipad-other-accessibility-updates.aspx) | <ul style="list-style-type: none"> Useful in all content areas and for independent assignments, group projects; Immersive Reader to help students with reading difficulties; Text-to-Speech tool; Dictation tool | Match the student's needs with the appropriate extension; use only with Microsoft applications. |

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in the power of community and the value of working collaboratively. We rise by being lifted on the shoulders of others—and then lifting someone else in turn. It does not profit the field to trample or barricade colleagues we fear as competitors. We should want the person to prevail who will most help our field.

Our employers may not reward us based on these indices of professionalism, but we are entrusted with acting ethically

and responsibly. Moreover, we need to evaluate ourselves and the things we want to define us. As Winston Churchill once said, “We make a living by what we get, but we make a life by what we give.”

Deborah Reed
CLD President



2017-18 Awards Nominations

Floyd G. Hudson Service Award

The Floyd G. Hudson Service Award is presented by the Council for Learning Disabilities for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. Through his or her leadership capacity, this CLD member enhances the professional learning of others in the field and impacts the lives of persons with learning disabilities.

Eligibility for the Floyd G. Hudson Service Award include educational professionals who:

- Provide professional development, consulting services or serve in a leadership role working with teachers, other professionals, parents, and students
- Provide exemplary services to the LD field for a minimum of five years

This award is named in memory 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 KS, MO and NB, 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 the *LD Forum* (the CLD online newsletter) and on the CLD Web site. It is expected for the award recipient to give a poster presentation on a topic of their choosing (e.g., effective teaching practices) during the CLD annual conference.

Nomination Forms are due on **May 1, 2018**. Nomination forms can be found at <https://council-for-learning-disabilities.org/floyd-g-hudson-service-award/floyd-g-hudson-service-award-nomination-form>.

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

Outstanding Researcher Award

The Council for Learning Disabilities annually recognizes an outstanding new 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 the awarded work at the annual international conference. This year’s recipient will receive a complimentary registration to the 2018 CLD Annual Conference, CLD membership or renewal, and a certificate of recognition and an honorarium presented 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 is to be submitted for possible publication in *Learning Disability Quarterly*.

For more information on submitting your completed dissertation to CLD’s Outstanding Researcher Award competition, 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, 2018, 5:00 pm** Eastern time.

Outstanding Educator/Teacher of the Year

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 any active CLD member. 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 chapter membership 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
- Advocate for persons with learning disabilities

(continued on page 9)

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 national Web site. It is expected that the award recipient give a poster presentation on a topic of their choosing (e.g., effective teaching practices) during the CLD annual conference.

The submission deadline is **May 1, 2018**. Nomination forms can be found at <https://council-for-learning-disabilities.org/council-learning-disabilities-outstanding-educator-teacher-of-the-year-award/teacher-of-the-year-nomination-form>.

Information should only be entered by **2017–18** active CLD Chapter Presidents or current CLD members in states without an active chapter.

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

CLD Leadership Institute

CLD Leadership Institute 2017

The inaugural CLD Leadership Institute was held at the 2017 CLD conference in Baltimore, Maryland. Attendees from

universities across the U.S. participated in the one day event prior to the conference. The day included presentations on topics such as tips for conference presentations, teaching in higher education, and conducting research, as well as an historical overview of the CLD organization. We were very excited with the enthusiasm of the participants and interest in getting involved in CLD.

CLD Leadership Institute 2018

Exciting Opportunity for Doctoral Students and Early Career Faculty

The CLD Leadership Development Committee (LDC) is pleased to announce its CLD Leadership Institute, which will be held on October 10, 2018 from 9:00 AM to 4:30 PM.

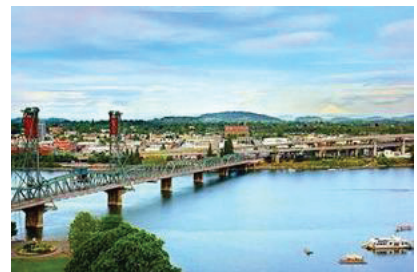
The Leadership Institute will be held at the Marriott Portland Downtown Waterfront, Portland, Oregon, the day before the 40th Annual CLD Conference, to be held on October 11 and 12, 2018.

Applications for attendance are now being accepted. Go to the CLD website <http://council-for-learning-disabilities.org/cld-leadership-institute-application> to learn about the application process and the **March 17, 2018** deadline for applications.

Individuals who are interested in applying for the Leadership Academy Cohort 8 in 2019 will need to attend the 2018 Leadership Institute. Go to the CLD website for more information about the Leadership Institute and the Leadership Academy.

40th Anniversary of the International Conference on Learning Disabilities

This year the Council for Learning Disabilities celebrates the **40TH ANNIVERSARY** of the CLD International Conference on Learning Disabilities. Please join us for two days of intellectual engagement, professional networking, presentation of awards to new and established scholars, and evenings spent on the waterfront in beautiful Portland, Oregon. We are pleased to announce that one of the many distinguished speakers includes **Dr. Donald D. Hammill** who will provide the J. Lee Weiderholt keynote presentation. The conference will be held on October 11–12, 2018 at the Portland Marriott Downtown Waterfront. We hope to see you there! For more information on the organization and the conference, please visit <https://council-for-learning-disabilities.org>, or contact Lindy Crawford at lindy.crawford@tcu.edu.



Committee & Chapter News

Updates from Colorado CLD

On February 23–24, 2018, CCLD hosts the 18th annual Math on the “Planes” Conference. **Dr. Barbara Dougherty** will present Tier 1 instruction and Tier 2 intervention strategies to support learning algebraic concepts. We encourage out-of-state CLD members to attend and add on a few days of skiing in our amazing Rocky Mountains. Discount rates for CLD members apply!

The teacher feedback from our December webinar on Google Read and Write was outstanding. This is a free program designed to support students with diverse learning needs. For information on strategies for using the technology, contact **Sabrina Raugutt** (coloradocld32@gmail.com).

We will award our first classroom research grants this spring. The recipients receive \$500.00 to be used for classroom materials that support the evidenced-based practices detailed in their research design.

Additionally, we will award two \$1,800.00 scholarships to candidates in a literacy interventionist program in Colorado. Recipients will also receive a one-year CLD membership.

The CCLD Board wishes our fellow CLD members from across the country a Happy New Year!

Updates from Texas CLD

The Texas Chapter will be seeking nominations for Vice President and Secretary for the 2018–2019 academic year. We will also be sending out the call for nominations for the Teacher of the Year and the Floyd G. Hudson Awards. This past year **Jennifer Ozuna** of Forney ISD represented Texas as the recipient of the Teacher of the Year. As a continuation of the implementation of our needs assessment survey results, the board will be sending out more information regarding membership drives to increase recruitment for students, practitioners, and faculty. Please continue to submit comments through our website as we strive to improve the services we provide our members.

Be sure to follow us on our social media accounts.

Website: <http://texasclld.strikingly.com/>

Instagram: <https://www.instagram.com/texasclldchapter/>

Twitter: https://twitter.com/texas_clld

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.