



A Publication of the Council for Learning Disabilities

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President's Message



As I prepare to end my term as President of the Council for Learning Disabilities (CLD), I wanted to take the opportunity of writing my final letter for *LD Forum* to thank some individuals who have been particularly helpful to me. If you have been following the column, you know

that my focus this year has been on professionalism. Therefore, I would like to start by expressing my appreciation to Dr. Diane Bryant. If you know her, you probably know that hers is the face you might expect to see when you search for the word *professional*. I have been fortunate to have her as a model, mentor, and confidante. No matter how busy she is with her own pursuits, she never hesitates to offer her time to listen or advise. If you have not yet had the pleasure of learning from Dr. Bryant, she co-chairs the Leadership Development Committee, which hosts the **Leadership Academy**, and freely shares of her expertise each year as she provides guidance to the next generation of leaders in the field.

I also want to thank Dr. Don Hammill. The contributions of Dr. Hammill have left a mark on many of us in the field, and his consistent support of CLD has been vital to the organization from the days he helped to form it. For me personally, Dr. Hammill has been the one I can rely upon to not sugarcoat things—especially when I need a course correction. It takes someone with tremendous professionalism to be able to tell you the truth in a constructive manner and when it would be easier to leave you to your own devices. Everyone will get to share in Dr. Hammill's wisdom when he delivers the J. Lee Wiederholt Distinguished Lecturer keynote address at the **40th annual conference** in Portland, Oregon, this October.

In addition to these two standard-bearers of CLD, I want to thank all of the members who are renewing the organization's life and energy. For example, Dr. Brenda Barrio

assumed the chair of the Diversity Committee this year and has been initiating new projects while she champions the standards we value as professionals in the field. At the conference in Baltimore, I met several first-time attendees and presenters who have the potential to grow our organization and expand our thinking. I encourage all of you to share the benefits of **CLD membership** with a colleague and continue the traditions started by Dr. Hammill, continued by Dr. Bryant, and passed along to us. What you do will shape the future of our profession.

Thank you all for your commitment to working with and for individuals with LD and their families. In the role of Immediate Past President, I will chair the Nominations and Elections Committee. If you have leadership aspirations, I hope you will consider running for the **Executive Committee offices** of Vice President or Secretary. You may **contact me** with any questions.

It has been a pleasure to represent you this past year.

Deborah Reed
CLD President

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Research to Practice

Promoting Choice Making for Students with Learning Disabilities

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Individuals with learning disabilities face an array of barriers that impact their self-determination (Barrows, 2003). Learning disabilities are often considered a *hidden disability*, which means that others frequently fail to acknowledge that people with LD even have a disability (Barrows, 2003; Mishna, Muskat, Farnia, & Wiener, 2011), thereby limiting the variety of resources that are available to them. Students with LD experience high dropout rates in college (Showers & Kinsman, 2017), and are also at a disadvantage when it comes to completing the high school requirements in order to attend college. They are often susceptible to emotional and behavioral problems due to their repeated academic failures, especially in middle and high school when the academic demands become more stringent (Ormrod, 2017). When these students do attend college they often choose not to disclose their LD, thus putting them at risk for failure and dropout in the higher education setting.

Individuals with learning disabilities experience higher rates of unemployment and more frequent encounters with the criminal justice system (Konrad, Fowler, Walker, Test, & Wood, 2007). Additionally, they struggle when it comes to organization, planning, being flexible, decision-making, and choice-making. Contrarily, students with LD who exhibit self-determination have been shown to have higher levels of postsecondary success (Zheng, Gaumer-Erickson, Kingston, & Noonan, 2014). However, the majority of curricula for teaching self-determination and choice-making are geared towards individuals with cognitive and developmental disabilities, leaving educators at a loss as to how to teach these skills to students with LD.

Promoting Choice Making for Students with Learning Disabilities

Self-determination is defined as one acting as a primary causal agent in his or her own life. This includes making informed daily choices and decisions, free from others' outside influence (Wehmeyer, 1996; Wehmeyer, Shrogen, Toste, & Mahal, 2017). Students with learning disabilities (LD) often fail to display choice-making and other skills that are critical to self-determination. Teaching choice-making to individuals with LD in the school environment provides them with opportunities to prepare for the decisions they would make in a real-world environment (Field, 1996). Students with

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learning disabilities must be aware of the choices that are available to them so that they can successfully transition into adulthood and be the causal agent in their own lives (Mishna et al., 2011).

Choice-Making is more than Choosing!

Choice-making involves making, implying, or communicating a preference among two or more options. However, the principle of choice-making encompasses far more than just selecting between two simple alternatives provided by an outside source (i.e., teacher or employer) (Agran, Storey, & Krupp, 2010). One facet of choice-making consists of teaching students with LD to be able to identify their preferences and interests and make a selection based on those partialities (Wood, Karvonen, Test, Browder, & Algozzine, 2004). A deeper and more critical component of choice-making centers on teaching students to be informed consumers who can make decisions that have a meaningful impact on their lives (Agran et al., 2010). This means that students with LD should not only be taught to choose between two or more options, but also to determine why they prefer one over another and how that might affect larger decisions in their lives, such as college or career paths (Agran et al., 2010; Martin, Marshall, Wray, Wells, O'Brien, Olvey, & Johnson, 2004). In order for students with LD to be successful, choice-making instruction and opportunities should be provided systematically. Teachers can accomplish this by adapting existing methods to incorporate choice-making into their daily instruction and Individualized Education Program (IEP) development for students with LD. This manuscript will address steps that teachers can use, adapt, and modify to embed choice-making into their IEP development and daily instruction for students with disabilities.

Assessing Students Use of Choice-Making

First, teachers must be aware of students' relative strengths and areas of need relative to choice making. To achieve this, teachers can create their own informal assessments of students' present levels of choice-making strengths and deficits to develop IEP goals and objectives (Bohanon, Castillo, & Afton, 2014). For example, teachers can develop checklists and observe students engaging in choice-making during academic instruction and daily school activities to measure their

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usage of choice-making (see Figure 1). Informal assessment questions could include: (a) the kind of choices the student made during daily instruction (i.e., student made a book or partner choice), (b) whether they indicate a preference or interest when provided with choice-making opportunities (i.e., I enjoyed working with Bobby today; I am having difficulty with today's math assignment and would like to use a calculator), and/or (c) the manner in which the student indicates choice (i.e., verbally, independently, does not indicate choice, relies on others to make choices) (Wood et al., 2004). The results of these assessments will help guide teachers in developing accommodations and annual IEP goals and objectives related to choice making.

Teaching Choice-Making through Explicit Instruction

Personal choice is the cornerstone of self-determination because it allows individuals with disabilities to exercise control over their life decisions (Agran et al., 2014). However, it is not enough to simply provide choice-making opportunities; teachers, parents, and other stakeholders must also respect and support the choices that are made (Agran et al., 2014). In order for students with LD to confidently and convincingly make choices across settings and activities, they must be taught how to execute this skill through direct, explicit instruction (see Figure 2).

Embedding Choice-Making Opportunities within Class Activities

Creating daily choice-making opportunities for students with LD reduces the occurrence of problematic behavior. Many youth with LD display inappropriate behaviors which may lead to placement in more restrictive settings, limiting their access to the least restrictive environment (Pierson, Carter, Lane, & Glaeser, 2008). When students are given the option to choose the tasks they wish to complete, and task demands are limited or removed, behaviors typically decrease (Bambara, Koger, Katzer, & Davenport, 1995). Choice-making options can be embedded within daily routines, allowing students some autonomy within the classroom structure as well as a degree of control over activities and reinforcement. Ideally, options for choice-making need to be both consistent and provided throughout the day (Bambara, 2004).

Teachers can embed options for accommodations within all domains of instruction and activities in the classroom. Teachers can provide students with LD the power to select when the activity will begin, which materials to use, or whose assistance they prefer among other variables (Dunlap & Liso, 2004). In addition to offering accommodations for materials and work completion, it is important to consider students' preferences for teaming with specific peers and working

How to Create an Informal Choice-Making Assessment

Step 1: Create a choice-making inventory checklist

Step 2: Mark items you observe the student selecting during daily activities

Step 3: Does the student display interest in choice-making opportunities?

Step 4: How does the student indicate choice?

Step 5: Is there any additional information that would help in developing IEP goals and objectives in the area of choice-making?

Figure 1. Development of an informal choice-making assessment that could be used to determine skills of students with LD.

How to Explicitly Teach Choice-Making

Activate Prior Knowledge: Ask students what kinds of choices they make every day. Distinguish between important choices and routine choices.

Model: Do a think-aloud of weighing options and making the best choice for different situations, focusing on *why* that choice was the best option.

Guided Practice: Work with students to make a choice that affects the group (i.e., what the group contingency would be for turning in homework, etc.)

Independent Practice: Give students scenarios with different choice situations and have them select options and discuss their reasoning.

Closure/Generalization: Depending on age level of students, give them a real life opportunity to allow them to practice their choice-making skills (i.e., having high school students choose a college or post-secondary program, etc.).

Figure 2. Steps for explicitly teaching choice-making skills to students with LD.

in certain locations, as these considerations are often overlooked by those who provide accommodations (Agran et al., 2010). Below are examples of how teachers can incorporate a variety of accommodations into different classroom activities and assignments, along with suggestions for helping students to understand their reasoning for choosing one specific accommodation over another (see Figure 3).

Promoting Choice-Making and Self-Advocacy for IEP Accommodations

One critical situation where students can apply choice-making skills is during the IEP meeting. It is important to

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afford students with LD the opportunity to be a part of their IEP meeting to allow them to advocate for their needs and have an informed choice in selecting accommodations. Ideally, this process should be taught beginning in elementary school through the use of cue cards, posters, or visuals of the self-advocacy process (Hart & Brehm, 2013). Teachers can provide students with opportunities to choose their instructional accommodations from an IEP accommodations checklist (Hart & Brehm, 2013). Hart and Brehm (2013) outlined 10 steps for utilizing the *Self-Advocacy Model* to request IEP accommodations: (1) obtain parental consent, (2) support the student with goal setting, (3) explain the IEP and accommodations process, (4) describe and model accommodations, (5) help the student decide when, where, and how accommodations will be implemented, (6) explain to the student the value of receiving accommodations and how they will benefit them, (7) model how to ask for accommodations, (8) provide students with a cue card and role play the procedure, (9) explain to the student what steps and action must be taken if the accommodation is not given, and (10) evaluate

student progress and areas where they may be experiencing difficulty.

A list of options should be provided to allow students with LD to make choices regarding accommodations and modifications to instructional materials, classroom seating arrangements, written assignments, reading assignments, math assignments, and quizzes or exams (Hart & Brehm, 2013). Below are a variety of accommodations for instructional methods, classroom materials, individual assignments, and assessments (Morin, 2014) (see Table 1).

When planning for the annual IEP, teachers can prepare students with LD beforehand on how to advocate for an IEP accommodation. The STAND UP and Choose acronym is an example of a strategy that can be taught to students who want to choose their own IEP accommodations (see Figure 4) (Prater, Redmond, Anderson & Gibb, 2014).

Conclusion

The ability to make a choice is an essential skill that impacts the daily lives of all people (Stafford, 2005). Students with LD are more likely to be cooperative, engaged,

English Language Arts Activity	Math Activity	Social Skills Activity
Would you prefer to use the computer keyboard to type your English paper or do you prefer to write out your 1 st draft?	Would you prefer to use the multiplication chart or the calculator to solve these problems?	Would you prefer to play the game or do the role play activity with your group?
Why do you think that would work better for you?	Why do you think that would be easier for you?	Why do you prefer that activity?
		Which peers do you want to work with?

Figure 3. Sample choice-making activities that could be implemented in different academic content areas.

Table 1. Elementary and Secondary Accommodations

Materials	Teaching Techniques	Classwork	Taking Tests
Audiobooks	Oral and Written Directions	Model Expectations	Extra time to complete
Agenda/Schedule	Daily Routines	Sentence Starters	Test-taking strategies
Bookmarks	Post schedules and routines	Arrange math problems from easiest to hardest	Rubric
Wide or Raised line paper/ Graph Paper	Check for understanding/ Repeat	Allow options for demonstrating understanding of content (oral, written, project)	Yes/No/ A, B, C Format
To-Do Checklist	Provide visual supports (pictures, objects, diagrams)	Seat choice, or peer buddy	Fewer choice options when answering test questions
Multiplication Chart/ Number Line/Calculator/ Manipulatives	Sample of completed project or expectation	Provide extra space on class assignments so student(s) can write or draw out the answer/Guided notes	Break down test into smaller chunks
Provide students with classroom copy of notes	Review or highlight key concepts	Visual timer	Allow use of class notes

(continued on page 5)

and compliant when given the opportunity to engage with materials, resources, and activities that they enjoy (Dunlap & Liso, 2004). Once these individuals are able to indicate preference and choice, they are more apt to generalize this ability to other settings, activities, or skills when presented with choices regarding situations that arise in everyday life (Romaniuk & Miltenberger, 2001). It is critical to conclude that students with and without disabilities have the right to be provided with choices that engage them and to be instructed by teachers who hold high expectations of them (Shrogen, McCart, Lyon, & Sailor, 2015). To achieve this, it is imperative that educational professionals assess student skill related to choice-making and then provide explicit instruction and practice opportunities to students so that they can begin developing this critical skill related to self-determination.

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- STAND UP and Choose**
(adapted and modified from Prater et al., 2014).

S Show respect by facing the teacher
T Tell the teacher you need an accommodation
A Ask for the accommodations of your choice
N Note why you think these accommodations would help you
D Decide how to use this accommodation in different settings

U Use the accommodations to see if they help you
P Pick which ones worked and which didn’t to evaluate the choice(s) you made
- <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/classroom-accommodations-to-help-students-with-learning-and-attention-issues>.
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A Message from the Outgoing Editor of *LD Forum*

To the Members of the Council for Learning Disabilities,

For the past four years, it has been my great honor to serve the Council for Learning Disabilities in the role of editor of the *LD Forum*. In this role, I have had the opportunity to get to know so many of the diverse and committed members of CLD and learn about the important work being done in furtherance of improved outcomes for students with LD; interfaced with chapter presidents to better understand the needs of students with LD and the professionals who work with them in different regions of the country; to learn from and be mentored by pioneers in the field of learning disabilities; and to understand the work of the many different components of CLD leadership. During my tenure, we have: published articles in a variety of different, diverse areas of LD (i.e., math anxiety, vocabulary instruction, MTSS for students with LD who are also ELs, co-teaching, and many more), expanded the number of columns available for authors to submit their work for publication, worked with modern technologies to try and expand conversations related to our work with LD, and continued to disseminate the amazing work you all do in the field of LD. I want to express my gratitude to the Board

of Trustees, the Communications Committee, and Dr. Judy Voress from the Hammill Institute, for providing me with this opportunity and guiding and mentoring me as I learned the editorial ropes. I also want to thank the editorial and publication team at the Hammill Institute who showed me every bit of grace, patience, and professional support during my tenure, and who consistently impress me with the quality of the work they produce. I absolutely could not have done any of this without you.

I now have the great privilege of passing the editorial torch over to Dr. Apryl Poch, who I know will continue to masterfully oversee the publication of the *LD Forum* and lead it in new and innovative directions. So to you all—thank you for this opportunity, which has been one of the greatest learning opportunities of my professional career. I am forever grateful and look forward to continuing our work together to ensure equity and access for students with LD.

Onward,

Joseph Morgan
Outgoing Editor, *LD Forum*

Introducing the New Editor of *LD Forum*



The Communications Committee is pleased to announce the new editor of *LD Forum*. Apryl L. Poch, Ph.D., is an Assistant Professor in the Department of Counseling, Psychology, and Special Education at Duquesne University in Pittsburgh, PA. Her research focuses on understanding the relation of the component skills of the Simple View of Writing at the high school level, supporting adolescents with identified learning disabilities in written expression, pre- and in-service special

educators' beliefs about teaching writing to students with disabilities, and understanding the dropout phenomenon amongst students with disabilities. Dr. Poch earned her Ph.D. from the University of Missouri in 2016 and was a member of Cohort 3 of the CLD Leadership Academy from 2013–2015. She formerly taught high school special education and English in Western New York from 2008–2012. She is honored to have this opportunity to continue serving the Council for Learning Disabilities. Dr. Poch will assume editorial responsibilities of *LD Forum* for a two-year term beginning on July 1, 2018.

Upcoming Bylaws Votes for CLD Membership

It is the charge of the Bylaws and Rules Committee to review the CLD documents annually. This year's review of the CLD Bylaws revealed some housekeeping items that need to be completed. Some of these changes clarify language describing the roles and responsibilities of the President Elect and others are purely clerical corrections. Amendments to the

Bylaws require a majority vote of both the BOT and the CLD membership. Following is a rationale for each motion, the motion that passed in a Board of Trustees vote, and a delineation of the specific changes to the language in the Bylaws.

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Motion #1: Rationale

- Restructuring several years ago removed conference planning responsibilities from the President Elect (and is now the responsibility of the Vice-President), but a reference to the preparation of the conference program is still in the description of the President Elect. This language should be removed.
- During the restructuring, the responsibility of the appointment of chairpersons for the Standing Committees for the upcoming year was assigned to the President Elect, but it is not reflected in the description of the role of the President Elect. This language needs to be added.
- So that a parliamentarian is in place in time for the annual transition meeting of the Executive Committee (if needed), the bylaws should specify that the parliamentarian appointment needs to occur at the end of the President-Elect term for the upcoming year.

Motion #1

I move to use language recommended by the Bylaws Committee to amend the CLD Bylaws to correct language describing the role of the President Elect, including

- (a) changing description of responsibility to preparing the final conference program and removing requirement for EC approval,
- (b) adding responsibility for appointing vacant Standing Committee Chairs for the upcoming year, and
- (c) specifying the timing of the appointment of the Parliamentarian by the President Elect.

Motion #1: Bylaws Revision (noted in red)

Article X

Duties of the Standing Committees

Section 3.

The duties of the **Bylaws and Rules Committee** shall be to

- 1) carry out the periodic review and revision of the Bylaws, CLD Policies, Standing Rules, and Best Practices Guidelines.
- 2) review and render advice on any proposed amendments or revisions of the Bylaws and Standing Rules,
- 3) ensure that any changes made in the Bylaws, CLD Policies, Standing Rules, and Best Practices Guidelines are consistent across all documents.
- 4) provide the Communications Committee with a current copy of the Bylaws, CLD Policies, Standing Rules, and Best Practices Guidelines following any revisions or amendments,
- 5) seek any necessary parliamentary or legal advice as

required for Bylaws, CLD Policies, Standing Rules, and Best Practices Guidelines,

- 6) arrange to have parliamentary counsel present at the Annual Business Meeting and at other times as requested by the President or the BOT **for the upcoming year**, and
- 7) be responsible for appointing a parliamentarian in the absence of professional parliamentary counsel.

Article XIV Duties of Officers

Section 3.

The President-Elect shall:

- 1) serve in the place of the President with the President's authority in case of absence or disability of the President,
- 2) serve as chairperson of the Bylaws and Policies Committee (06-15)
- 3) prepare **final a** draft of the complete convention program **for approval of the EC**,
- 4) with the assistance of the President and the Vice President, prepare a proposed plan of operation and charge to committees for the ensuing year and present it to the BOT for approval, and
- 5) with the assistance of the President, Vice President, and Treasurer, prepare the annual budget for the ensuing year and present it to the BOT for approval.
- 6) **appoint Chairpersons for the Standing Committees for the upcoming year with the approval of the BOT**

Motion #2: Rationale

- So that it is clear who appoints unexpected Standing Committee Chair vacancies mid-term, language clarification is needed to specify that this is the President's role rather than that of the President-Elect.

Motion #2

I move to use language recommended by the Bylaws Committee to amend the CLD Bylaws to correct language describing the role of the President specifying that the President fills unexpected vacancies mid-term.

Motion #2: Bylaws Revision (noted in red)

Article XIV Duties of Officers

Section 1.

The duties of the officers shall be such as are implied by the respective titles and further specified in these Bylaws and Standing Rules.

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Section 2.

The President shall:

- 1) be the chief executive officer of the Council and see that the duties of the EC, BOT, Standing Committees, and Special Committees are carried out,
 - 2) call and preside at the Annual Business Meeting, special meetings, and meetings of the BOT and EC,
 - 3) appoint Chairpersons for the Standing Committees with the approval of the **BOT for any mid-term vacancies** and be an ex-officio member of all committees;
-

Motion #3: Rationale

Clerical errors do not change the intended meaning of the documents. Review of the documents noted the following clerical errors in the Bylaws:

- a reference to all committees being on a 3-year rotation, when it is approved for the Conference Planning Committee to be on a 4 year rotation

- reference to the Conference Planning Committee as Conference Committee (correcting this will prevent acronym confusion with the Communications Committee), and
- inconsistent reference to the Nomination-Election Committee (sometimes referred to as Nomination Committee)

Motion #3

I move to approve clerical corrections to the CLD Bylaws recommend by the Bylaws Committee to correct

- (a) inaccurate reference to the term of the Conference Planning Committee, and
- (b) inconsistent naming of the Conference Planning Committee and the Nomination-Election Committee.

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Register Now

40th Annual International Conference on Learning Disabilities

October 11–12, 2018

Portland is calling—
Make your reservation today!
Our Conference hotel will be at the
Marriott Portland Downtown Waterfront

Program Chair
Dr. Lindy Crawford,
CLD Vice-President serves as the Program Chair for the 40th Annual Conference. Dr. Crawford encourages you to **register** today.

Local Arrangements Committee

Please contact **Maria Peterson-Ahmad** or **Nancy Nelson** if you are interested in sponsoring or coordinating volunteering at the conference in Portland.

Connect with CLD

Facebook **Twitter**

Five reasons for attending the 40th Annual International Conference on Learning Disabilities

- 1. Connect**
The CLD community is vibrant. Connect with old friends and meet new colleagues.
- 2. Discover**
Discover how you can become more involved in CLD. There are a variety of opportunities for involvement in CLD committees such as *Diversity, Technology, Research, and Professional Development*.
- 3. Invigorate**
Refresh skills related to working with students with LD by learning about innovative research.
- 4. Meet**
Celebrate 40 years of CLD with the J. Lee Wiederholt Distinguished Lecturer ***Donald D. Hammill, Ed.D.*** of Pro-Ed, Inc. & Hammill Institute on Disabilities.
- 5. Relax**
Enjoy Portland in October. Visit the Powell's bookstore or trek around Forest Park.

Motion #3: Bylaws Revision (noted in red)

Article IX Standing Committees

Section 3.

With the exception of the

- 1) Finance Committee,
- 2) Bylaws and Rules Committee, and
- 3) Nominations-Elections Committee,

Chairpersons of Standing Committees will be appointed by the President-Elect with the approval of the BOT to serve three-year terms (Conference Planning Committee Chairpersons serve a four-year term). (February, 2016)

Article X Duties of the Standing Committees

Section 9.

The duties of the Conference Planning Committee shall be to

- 1) ensure that fall and spring (if applicable) conference sites are selected at least three years in advance,
- 2) periodically review and update Conference Guidelines and Best Practices Guidelines,

- 3) serve as a resource to local arrangement committees,
- 4) review conference proposals and present proposals to the BOT for approval,
- 5) ensure that conference timelines are met,
- 6) maintain conference data that can be used for future planning, and
- 7) engage in activities that lead to improved teacher preparation.

**** and change “Conference Committee” to “Conference Planning Committee” anywhere else in CLD governing documents**

Article X Duties of the Standing Committees

Section 13.

The duties of the Nomination-Election Committee shall be to

- 1) The Nomination-Election Committee is charged with the responsibility of trying to encourage a minimum of two and a maximum of three candidates to run for

****and change “Nomination Committee” to Nomination-Election Committee” anywhere else in CLD governing documents**

Committee & Chapter News

Technology Committee Updates

The primary responsibility of the Technology Committee of the Council for Learning Disabilities is to ensure accurate information is disseminated to members via both the CLD website and social media accounts, as well as to work on technology-based initiatives that both support other CLD committees and the educational outcomes of students with learning disabilities. This past year has been active for the Technology Committee. Highlights of the committee’s work include:

- Partnering with our Executive Director and website provider, Intelligent Evolutions, to port our membership database to a new, streamlined database management system (Wild Apricot). When members log-in to check their membership status, renew their membership, or register for the conference, they will interface with this updated system.
- Continuing our web-based revisions to develop a new abstract management system for submission of CLD 2019 conference proposals, which will streamline the abstract submission and proposal review process.
- Supporting the Vice President and Professional Development Committee in their annual activities related to conference proposal submission and review,

nominations for CLD awards, and applications to the CLD Leadership Institute and Leadership Academy.

- Expanding the work of a research group that conducted a literature review on the use of assistive and instructional technology for students with learning disabilities; this group is now coding over 200 articles identified during this literature review, with a focus on identifying major findings related to technology use by students with LD and recommendations for practice relative to integrating technology in the education of students with LD.

If you are interested in joining the work of the Technology Committee, please contact committee co-chairs Lisa Morin (lmorin@odu.edu) or Joseph Morgan (joseph.morgan@unlv.edu).

Updates from Colorado CLD

It is awards season for the Colorado Council for Learning Disabilities (CCLD). This year, CCLD had many applications for Teacher of the Year and awarded this honor to Hydee Parker. CCLD also awarded Professional of the Year to Lynne Fitzhugh and Paraeducator of the Year to Kim Pogue. Additionally, CCLD awarded two awards called “Making a Difference” to Gena Karg and Michelle Freddolino.