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President's Message



Dear CLD Members,

This year we celebrate the 40th anniversary of the CLD Conference. I am so pleased to be writing my first presidential message in this milestone year for the organization. Within the ever-changing educational landscape, CLD continues to play

an important role in the field of learning disabilities.

It is inspiring to look back upon the accomplishments of those who have played pivotal roles in the organization over the years. At the annual conference this year, we look forward to honoring past presidents. In addition, Dr. Don Hammill was selected by the Past Presidents Council to deliver this year's J. Lee Wiederholt Distinguished Lecture. This is a particularly fitting choice, because Dr. Hammill was the keynote speaker at the first CLD Conference 40 years ago! If you have not already registered for the conference, you will want to do so right away, because this will be a keynote address you won't want to miss.

It is also exciting to look to the future as we move forward as an organization. I have always thought that one of the strengths of CLD is its members. I remember that as a new faculty member attending my first conferences, CLD was always my favorite because of the warm and welcoming reception I received, even though I didn't really know anyone in those days; today I realize that this was not an accident. One of the defining characteristics of CLD is its commitment to fostering the growth and development of the next generation of professionals in the field of learning disabilities. This is evidenced in all levels of the organization, including the efforts of our amazing standing committee chairs, who work diligently to nurture engaging and meaningful committee work. This is also made apparent through CLD's efforts to mentor our newest members through our Leadership Academy. Last year we expanded this effort to include a Leadership Institute as well, which has increased the number of graduate students and junior faculty that we are able to support as they begin to find their way in the field. Many thanks to Diane Bryant for leading these efforts and to all of the past presidents and editors who have served as guest speakers during these events.

As I begin my year as president, I would like to thank the immediate past presidents—Deborah Reed, Beth Calhoon, and Diane Bryant. I have learned so much from each of them, and they continue to be invaluable sources of knowledge and insight. I could not have asked for better mentors, and I will work hard to follow in their footsteps.

I would like to welcome our newest member of the Board of Trustees, Kristi Santi. Kristi has been appointed as chair to our Membership Committee, and she is already off to a fantastic start. I would also like to congratulate members of the Board of Trustees who will be returning for another term—Kat Pfannenstiel, Debbie Gartland, and Roberta Strosnider. Their continued contributions to the organization are highly valued. Congratulations also to Heather Haynes Smith for being elected to the role of Secretary, and Brittany Hott for being elected into the Presidential line. Our organization will be well served by such strong leaders.

Last but not least, I would like to welcome Apryl Poch to the role of Editor of the *LD Forum*—this is her first issue, and I know it will be a good one. Thank you to Joe Morgan, our departing *LD Forum* Editor, for his years of dedicated service.

I look forward to seeing you all at this year's very special anniversary conference in Portland!

Sheri Berkeley
CLD President

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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 ...

Five Benefits of Formative Assessment for Students with Learning Disabilities

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Introduction

Students with learning disabilities (LD) display a variety of interindividual and intraindividual characteristics. No two students with LD have identical strengths, needs, or learning profiles, which can complicate how teachers monitor their progress (Cortiella & Horowitz, 2014). In addition to displaying a discrepancy between their ability and achievement, many students with LD display difficulties with memory (Swanson, Zheng, & Jerman, 2009), self-esteem (Manning, Bear, & Minke, 2006), social skills and peer relationships (Weiner, 2004), and attention (Lerner & Johns, 2012). These confounding variables can have a negative impact on a student's ability to demonstrate learning, creating a critical need for teachers to implement accessible measures of student learning.

Many teachers spend considerable time and effort preparing their students for summative assessments. *Summative assessments* are defined as formal instruments presented after transitional learning points, used primarily to measure learning and achievement (Tomlinson & Moon, 2013). A student's performance on these formal evaluations may have major consequences for the school, the teacher, and the student him/herself. Summative assessments are often lengthy, particularly those that are accountability-based. High stakes testing is often stressful and intimidating for typically achieving students but can be even more overwhelming for those with LD (Stenlund, Eklöf, & Lyrén, 2017). Challenges with memory, comprehension, attention, and related executive functioning skills can present severe difficulties, especially when confronted with a single examination that is both extensive and cumulative.

Research suggests that one of the best ways for teachers to prepare students with LD for high stakes exams is to provide regular and ongoing feedback through numerous formative assessments (Hosp, 2012). Formative assessment is one way to meet the diverse needs of students with LD. Although a precise definition of *formative assessment* is somewhat open to debate (Dunn & Mulvenon, 2009), most experts agree that they are informal probes used to determine what students already know and what they still need to learn (Fisher & Frey, 2015). Metaphorically, if high-stakes exams are the "Super Bowl of testing," formative assessments could be viewed as a "scrimmage." They give both the "coach" and the "players" an opportunity to see how skills are developing, and what still needs to be worked on before the "big game." Furthermore, the pressure associated with such

activities should be minimal since no one is "keeping score." Torgesen and Miller (2008) describe formative assessment as an iterative process; they argue that formative assessment is assessment *for* learning, while summative assessment is assessment *of* learning.

In this article, we present five benefits of formative assessment for the special education professional. Through a teacher's careful selection, implementation, and review of frequent feedback, students may experience improvements in their self-determination, executive functioning skills, academic engagement, and social skills. Most importantly, teachers who use formative assessment data to guide instruction may be more equipped to meet the needs of their students, resulting in positive student outcomes. Each of these benefits is described in greater detail below.

Benefit 1: Formative assessments may improve self-determination skills for students with LD

Self-determination is a crucial, yet often overlooked, skill for students with disabilities. Self-determination is achieved through personal choice-making, risk-taking, and decision-making (Wehmeyer, 2015). Lack of autonomy or a sense of intrinsic motivation may lead to low self-esteem (Manning et al., 2006) or poor self-concept for students with LD. Zheng, Erickson, Kingston, and Noonan (2014) found that self-determination and self-concept have a significant correlation to academic achievement.

The use of formative assessments has the potential to improve students' self-determination. The selection and implementation of brief informative probes can reinforce student progress and provide immediate feedback towards continued success (Heritage, 2013). Formative assessment offers a means for boosting the confidence of students with LD through low-stakes assessment of student progress, particularly when the results are shared with students. Grumbine and Alden (2006) made several recommendations for the instruction of science content to students with LD. In their recommendations, they noted the importance of consistent feedback, in the form of diagnostic formative assessments, to support students' awareness of their learning. Formative assessments can provide students with encouragement and motivation in the form of feedback regarding their own learning and accomplishments (Clark, 2012; Heritage, 2013). Furthermore, many formative assessments can be completed

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Table 1. Examples and uses of formative assessments that promote self determination

Formative assessment and relevant internet link	Description	Self-determination Benefits
Cross grade tutoring https://tinyurl.com/CGTutoring	Students help children in a younger grade with homework, projects, and study sessions on a regular basis.	Reinforces fundamentals and provides opportunities to serve as a knowledgeable role model.
Jigsaw strategy https://www.jigsaw.org/	Group members become mini-experts on a different section of a topic and share knowledge with classmates.	Serving as a content expert increases value and importance among group members.
Catering to student strengths https://tinyurl.com/StudentStrength	Allow students to demonstrate understanding through self-selected strength or talent (e.g., a drawing, song, or skit).	Students may feel more confident and enthusiastic when sharing knowledge through a preferred artistic outlet.

independently, allowing the student to receive targeted feedback with no risk, public failure, or judgement (Reid, Lienemann, & Hagaman, 2013). Table 1 provides formative assessment examples aligned with improving self-determination skills.

Benefit 2: Formative assessments may improve executive functioning skills for students with LD

Students with LD often struggle with organization, retention, and working memory. Executive functioning includes several cognitive processes such as memory, attention, and other processes necessary for learning (e.g. Watson, Gable, & Morin, 2016). Formative assessments offer an opportunity for teachers to measure student learning in short but frequent iterations. Teachers sometimes accidentally overwhelm their students with content. Students with processing challenges

often become frustrated and shut down in these situations. It is not that the material is too hard, but rather that there is simply too much of it being presented at once. Through the implementation and review of brief, targeted probes, teachers may potentially increase content acquisition while providing frequent opportunities to students with LD to organize and access the new information.

Content specialists refer to the “chunk and chew” method, wherein a teacher provides a certain amount of content, then gives students an opportunity to briefly, but meaningfully, interact or “chew” it to achieve better “intellectual digestion.” A good rule of thumb is approximately no more than 10 minutes of lecture, followed by 2 minutes of processing via brief formative assessments (Lambertson, 2013). A sample script can be found in Table 2. It should be recognized that the

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Table 2. Example script for including formative assessment in content delivery

Allotted time	Teacher dialogue/action	Student dialogue/action
6–10 minutes	Teacher defines quadrilateral in a mathematics class. “Hmm...let me remember the criteria for a polygon to be a quadrilateral. The shape must have four sides and it must have four angles.” Teacher pauses. Teacher thinks aloud, “Does this shape have four sides? It does. Does it have four angles? It does, so it must be a quadrilateral.” Teacher follows with several other examples and non-examples while modeling his/her thinking.	Students follow along by listening, watching, and thinking.
1–2 minutes	After several minutes of this, students are prompted to look at two additional examples of shapes on the board. “Take a look at these two shapes. Look back to the definition of quadrilateral. Discuss with your partner and decide if these are examples of quadrilaterals.” Teacher listens to students as they share with their partner, redirecting them or clarifying when needed.	Students turn and talk with a partner seated near them.
1–2 minutes	“What do you think? Are these shapes quadrilaterals? Write yes or no on your whiteboards and hold them up when I count to three.”	Students record their responses on whiteboards and hold them up when instructed.
2–3 minutes	Teacher reviews whiteboard responses and provides appropriate corrective or affirmative feedback.	Students reframe their thinking if corrective feedback was provided. They may have the option of correcting their previous response.

mentioned time frames were developed with the typical student in mind. Those students with LD may require longer or more frequent breaks for processing.

Benefit 3: Formative assessments may improve academic engagement for students with LD

Students with LD may struggle with academic engagement (McCoy & Banks, 2012). Some may be disengaged due to boredom (Tze, Daniels, & Klassen, 2016). Others may feel overwhelmed by the complexity of the content (Eller, Fisher, Gilchrist, Rozman, & Shockney, 2016). Furthermore, lack of engagement is a large concern as a significant number of children with LD also have attention deficit hyperactivity disorder (ADHD). A recent study suggests the comorbidity rate at 45.1% (DuPaul, Gormley, & Laracy, 2013). Common characteristics of ADHD such as limited attention, impulsivity, and forgetfulness may have a negative impact on school engagement (Bethell, Newacheck, Hawes, & Halfon, 2014; Orban, Rapport, Friedman, Eckrich, & Kofler, 2017).

Formative assessment can provide frequent check-ins for these students to better evaluate their performance based on the evidence of these assessments. By incorporating practices that are active, brief and student-focused, these learners are more likely to be engaged with the content while sustaining their attention appropriately.

Benefit 4: Formative assessments may improve social skills for students with LD

Students with LD often demonstrate difficulty with social skills and cooperative learning with peers. They may have problems with social cues from peers, which can lead to difficulty facilitating relationships with others (Weiner, 2004).

Consequently, these children may experience feelings of rejection or isolation (Lerner & Johns, 2012).

Formative assessments have the potential to positively impact both academic progress and social dynamics (Shute & Kim, 2014; Topping, 2010). Teachers should incorporate specific techniques that emphasize teamwork, collaboration, and communication. Formative assessments that reinforce social skills should promote structure so that all participants can contribute in a manner that is valued and welcomed (Saborit, Fernández-Río, Estrada, Méndez-Giménez, & Alonso, 2016). Table 3 provides formative assessment examples aligned with improving cooperative learning and social skills.

Benefit 5: Formative assessments may improve data-based decisions for teachers of students with LD

Teachers of students with LD are required to complete regular progress checks embedded within the individualized education program (Individuals with Disabilities Education Act [IDEA], 2004). The purpose of a progress check is to communicate progress towards goal mastery with all members of the multidisciplinary team on a regular basis. Since the intent of formative assessments is to provide frequent, informal feedback, they serve as the perfect vehicle for educators to probe student progress, document trends, and share results with fellow stakeholders (Hosp, 2012). Such data-driven decisions can be used for discussion with parents regarding the appropriateness of goals and to alter pace, content, or complexity of future instruction (Connor & Cavendish, 2017).

There are many basic templates that special education teachers can use to record, analyze, and display the results of regularly scheduled formative assessments (Cornelius, 2014). Figure 1 provides an example of a basic form that can be used for a wide variety of formative assessment data collection purposes.

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Table 3. Examples and uses of formative assessments that promote social skills and collaboration

Formative assessment and relevant internet link	Description	Social Skills Benefits
Numbered Heads Together https://tinyurl.com/HTogether	Students are placed into groups and assigned a number 1–6. Teacher asks a question and allows group to consult. She then rolls a die, and the person with the assigned number answers.	Teamwork is critical. All group members must work together to come to a consensus.
Scavenger Hunt Bingo https://tinyurl.com/SHBingo	Students are given bingo cards with various prompts. They must get the initials of classmates who are able to complete the task in each box (e.g., hold up a prime number of fingers, name three animals that are reptiles, point to your femur).	Students are required to have spontaneous conversations with classmates about content. Creating a diverse selection of prompts maximizes opportunities for engagement.
ABC Review https://tinyurl.com/ReviewABC	Groups must come up with terms that begin with each letter of the alphabet that relates to an assigned topic.	Collaboration for this group activity can be prioritized if the teacher requires a minimum quota of responses from each member.

Student name _____
IEP area of need: _____

IEP goal:	Criteria for mastery:
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Formative assessment used: _____

Date	Results	Goal Met?	Notes
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	
		<input type="checkbox"/> yes <input type="checkbox"/> no	

Figure 1. Sample document using formative assessment results to probe IEP goal progress.

Perhaps the most significant benefit to students with LD is that the research suggests that a careful selection, ongoing implementation, and frequent reflection of formative assessment data may lead to improved academic outcomes for students. A highly referenced and influential article by Fuchs and Fuchs (1986) examined 21 different studies that focused on the use of formative assessment with students in special education programs. Results of their study suggested that formative assessment had a very strong positive impact across most studies that were examined (Fuchs & Fuchs, 1986). More recent analyses of the effectiveness of formative assessments (Espin, Shin, & Busch, 2000; Graham, Hebert, & Harris, 2015) have reached similar conclusions.

Conclusion

Formative assessments provide immediate feedback about student progress and lesson impact (Tomlinson, 2016). They are especially useful for students with LD as they provide reinforcement and help support self-determination and executive functioning skills (Conderman & Hedin, 2012; McLoughlin, Lewis, & Kritikos, 2017). Formative assessments can also enhance social skill development with peers (Topping, 2010), be used by teachers to promote more engaging lessons (Weurlander, Söderberg, Scheja, Hult, & Wernerson, 2012), and used as a tool to make data-driven decisions (Hosp, 2012; Swan & Mazur, 2011).

Finally, it must be acknowledged that formative assessments are not some sort of “magic bullet.” Just as a wrench is

most effective in the hands of a knowledgeable and seasoned mechanic, formative assessments are tools that can lead to positive results in a number of areas for students with LD when used selectively and appropriately. It is for this reason that they deserve a space in the toolbox of every effective educator.

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THE 40TH ANNUAL CLD CONFERENCE
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FEATURED SESSIONS

1. MTSS

- Developing and Evaluating a K-3 Multi-Tier Reading Reform Initiative
- Utility of Mathematics RTI Progress Monitoring Measures
- Practical Applications for Implementing Response to Intervention in Secondary Schools

2. FAMILY ENGAGEMENT

- Engaging Immigrant Families of Students with Disabilities in the IEP Process
- Supporting Family Engagement to Promote Mathematics Achievement
- Building Family Partnerships: Exploring Early Literacy for Students with LD

3. CULTURAL & LINGUISTIC DIVERSITY

- Cognitive Predictors of Written Expression in Spanish/English Students with SLD
- Assessing English Learners: Language Difference or Learning Disability?
- Preparing Culturally Responsive Pre-Service Teachers: Alleviating Disproportionality in Special Education

4. TECHNOLOGY

- Supporting Teachers with Blended Learning for Students with LD and ELs
- Technology for Struggling Readers in Middle and High School
- Best Practices with Technology for Students with Learning Disabilities

5. CONTENT AREA INSTRUCTION

- Demonstrating Knowledge in Social Studies: The Push to Process
- Building Persuasive Writing Skills
- Maximizing Access to Content-Area Instruction for Secondary Students with LD

Connect with CLD

New Members of the Board of Trustees

The Council for Learning Disabilities (CLD) is happy to announce the following new members of the Board of Trustees.



Welcome **Dr. Brittany Hott** as the new Vice President of the BOT! Brittany L. Hott, Ph.D., is an Associate Professor of Special Education and Director of the STRIDE Lab at Texas A&M University-Commerce. Her interests include school-based interventions and single case research design. Dr. Hott is a member of CLD's inaugural Leadership Academy and has served in a variety of capacities including Local Arrangements Committee chair, Leadership Development Committee co-chair, *Learning Disabilities Forum* Assistant Editor, and most recently Secretary. Dr. Hott is excited about the future of CLD and working collaboratively to improve outcomes for individuals with learning disabilities.



Welcome **Dr. Heather Haynes Smith** as the new Secretary of the BOT! Heather Haynes Smith, Ph.D., is an Assistant Professor at Trinity University in San Antonio, Texas. Prior to Trinity, she worked as an elementary teacher, K-12 literacy coach, state-level reading technical assistance specialist, and program coordinator on research and dissemination grants related to reading and teacher preparation at The University of Texas, Vaughn Gross Center for Reading and Language Arts. She was an OSEP-funded doctoral fellow in the Response to Intervention Leadership Preparation Program

at The University of Kansas, Beach Center on Disabilities, graduating in 2012 with her Ph.D. in Special Education. Her research focuses on students with disabilities and the integration of academic and emotional/behavioral supports at the student and systems levels. She also studies effective pedagogy in special and general education teacher preparation. She is most interested in supporting the goals of inclusion in schools and society. She supports literacy efforts regionally and nationally, especially for students with, or at risk for, learning disabilities.



Welcome **Dr. Kristi Santi** as the new Membership Committee Chair! Kristi L. Santi, Ph.D., is a tenured Associate Professor of Special Populations at the University of Houston (UH). She has extensive experience working with high-intensity needs students in K-20 educational settings. Prior to joining UH, Dr. Santi served as a teacher in both inclusion settings and in resource classrooms in elementary, middle, and high school. She has also served as a consultant working with middle school teachers and administrators at state-designated turnaround schools throughout the United States. Dr. Santi has two lines of active research: the identification of reading and language disabilities in Spanish-speaking English Learners, and the support structures that assist students with IEPs to move toward college and career readiness.

Leadership Development Committee Announces Recipients of the Floyd G. Hudson Outstanding Service Award

The Floyd G. Hudson Service Award is presented for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. This CLD member, working in a leadership capacity, enhances the professional learning of others in the field and impacts the lives of persons with learning disabilities. This year's recipients are Judith K. Voress and Lynne Fitzhugh.



Lynne Fitzhugh, Ph.D., is the Founding Director and President of the Colorado Literacy and Learning Center in Colorado Springs. Lynne served as a visiting adjunct professor and guest lecturer at the University of Denver, Colorado College, and the University of Colorado in Colorado Springs. Lynne created the Literacy Intervention Specialist Certificate Program, an intensive two-year program that enables graduates to earn national certification with the Academic Language Therapy Association. In 2012, Lynne's program at Colorado College was honored by the International Dyslexia Association for meeting the organization's "Knowledge and Practice Standards for Teachers of Reading."



Judith K. Voress, Ph.D., is a member of the Texas CLD Chapter, and is Executive Director of the Hammill Institute on Disabilities, President of the Donald D. Hammill Foundation, and author of various assessments published by PRO-ED. She has been an active member of CLD since 1982, serving at the state and national levels. Since 2012, Judy has served as co-chair of the Conference Planning Committee, overseeing and coordinating the activities of the national conference.

Leadership Development Committee Announces Recipients of the Teacher of the Year Award

Each year, the Council for Learning Disabilities (CLD) recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. The Teacher of the Year award recipients are selected by local chapters or CLD members, and provide direct services to students. The CLD 2018–19 Teacher of the Year Recipients are as follows:



Hydee Parker (Colorado CLD Chapter) is a math teacher at Centennial Middle School in Montrose, Colorado, where she serves as a coach, mentor, and interventionist. She is a member of the building leadership team and helped develop a school-wide growth mindset environment. She provides professional development within her building and has developed a highly-effective math intervention program for her school.



Samantha Bos (Texas CLD Chapter) is a special education teacher at the Winston School in San Antonio, Texas. She is a Strategic Instruction Model (SIM) Professional Developer and uses SIM strategies as well as content enhancement routines to support her students with learning disabilities. She has published three units using the Understanding by Design (UbD) framework. The units have been downloaded over 1,500 times worldwide.



Janice Converse (Virginia CLD Chapter) is a special education teacher at Fort Defiance High School in Fort Defiance, Virginia, and has been teaching for 29 years. Janice is focused on meeting the needs of students, one child at a time, and providing them tools and skills to advance toward success. She has served as a department chair, S.C.A. sponsor, and coordinator of a transition camp for rising ninth graders.



Santosh Kamalakar (Arizona) is an experienced teacher at The Children’s Center for the Neurodevelopmental Studies (CCNS) in Glendale, Arizona, with 14 years of direct teaching in the field of Special Education. She worked in the United Nations for three years as a Consultant in Special Education in N. E. Africa. Four of her students recently received “The Most Outstanding Student of the Year” awards from the Council for Exceptional Children (CEC) in Arizona.

Research Committee Announces Award Recipients

Every year the Council for Learning Disabilities (CLD) recognizes outstanding researchers who contribute knowledge to the field of learning disabilities with three distinct awards. **The Outstanding Researcher Award** (ORA) acknowledges an early researcher who submits a manuscript-length paper about learning disabilities that is based on a doctoral dissertation completed within the last five years. The annual selection of the Outstanding Researcher is based on a double-blind review process carried out by the CLD Research Committee. For 2018, we received a record number of submissions and are happy to announce the winner, **Dr. Ashley Parker Sheils**, for her paper, “Exploring the Relationship Between Multidimensional Vocabulary Instruction and Language-Depressed Students’ Academic Outcomes in Vocabulary and Comprehension.”

CLD also recognizes exceptional work published in its flagship journals, which include *Intervention in School and Clinic* as well as *Learning Disability Quarterly*, to be recognized as **Must-Read Articles**. The annual selection of Must-Read Articles is based on nominations from the editors of the two journals and reviews by the CLD Research Committee. All papers that are published within a 12-month period (between July 1 and June 30) are eligible for consideration. For 2018, the Must-Read Article for *Intervention in School and Clinic* is **Hannah M. Mathews and colleagues’** 2018 manuscript titled “Becoming Critical Consumers of Research: Understanding Replication.” For *Learning Disability Quarterly*, the 2018 Must-Read Article is by **Sarah Jozwik and Karen Douglas**, titled “Effects of

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Multicomponent Academic Vocabulary Instruction for English Learners with Learning Difficulties.”

All research awardees will present their work at the **40th Anniversary Conference** this October in Portland, Oregon on Thursday, October 11, from 4:15–5:45p.m., and we hope you will be able to attend! Either way, please take some time to read through the excellent work that is being published in our journals.

Committee & Chapter News

Updates from Colorado CLD

The Colorado Council for Learning Disabilities (CCLD) welcomes new board members **Amber Barnello** as the Communications Director and **Veronica Fiedler** as the Colorado Department of Education Representative. CCLD also wishes to congratulate the many teachers who were nominated for Teacher of the Year across the state! Nominees were recognized for their hard work and dedication to education. Two teachers, **Michelle Freddolino** and **Gena Karg**, were recognized as “Colorado Teachers Making a Difference.”

Additionally, watch out for the following opportunities: (a) professional development scholarships, (b) tuition scholarships, (c) CCLD classroom research projects, and (d) Math on the “PLANES,” featuring a presentation by Steve Leinwand on “Making Math Work Far More Effectively for Our Special and Struggling K–6 Students” on February 22 and 23, 2019. For more information on these opportunities and to read the full President’s Message, please see the CLD website.

Maryland CLD Spring Events

The Maryland Council for Learning Disabilities Chapter (MCLD) was awarded a CLD Chapter Grant, and used the funds to provide two spring events. First, the MCLD and the Maryland CEC again joined forces to plan and sponsor a professional development conference that was held on Saturday, April 7th, in Columbia, Maryland, entitled “Supporting the WHOLE Child: Meeting the Diverse Needs of our Students.” **Ms. Kara Ball**, the 2018 Department of Defense State Teacher of the Year and one of four finalists for the 2018 National Teacher of the Year, was the keynote speaker. Following her passionate address, participants had the opportunity to attend two rounds of breakout sessions and then interact with poster session participants. A table with CLD membership materials enticed attendees to join MCLD/CLD.

Second, MCLD held a recruitment event on Tuesday, May 1st in Ellicott City, Maryland. **Dr. Roberta Strosnider** gave a presentation entitled “Teaching Executive Function Skills to All Students,” and provided materials for teachers to assist students with LD who struggle with executive function skills. Additionally, the importance of continued professional

Must-Read Article: *Intervention in School and Clinic*

Mathews, H. M., Hirsch, S. E., & Therrien, W. J. (2018). Becoming critical consumers of research: Understanding replication. *Intervention in School and Clinic*, 53(3), 267-675. doi: 10.1177/1053451217736863

Must-Read Article: *Learning Disability Quarterly*

Jozwik, S. L. & Douglas, K. H. (2017). Effects of multicomponent academic vocabulary instruction for English learners with learning difficulties. *Learning Disability Quarterly*, 40(4), 237-250. doi: 10.1177/0731948717704967

development was discussed and MCLD/CLD membership materials were shared with attendees.

Updates from Texas CLD

The Texas Council for Learning Disabilities (TCLD) has welcomed two new board members: **Maryam Nozari** as the chapter’s Vice President and **Maria Gaona** as Secretary.

Two TCLD members have been selected as recipients of prestigious CLD awards: congratulations to **Judith Voress**, the 2018 Floyd G. Hudson Outstanding Service Award recipient, and **Samantha Bos**, the 2018 Outstanding Educator/Teacher of the Year Award recipient!

The Texas A&M University-San Antonio **CLD student chapter**—the first and only national CLD student chapter—hit a record number of 56 members. The students participated in the annual Fiesta event “Fiesta Especial Celebration Day” for individuals with disabilities, and provided four educational booths at the fair grounds. The chapter also started a new Public Relations campaign entitled “See the ABLE not the LABEL.”

For additional information regarding TCLD events and announcements, see the full President’s Message on the CLD website.

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.

CLD Membership Updates

CLD Membership Alert: Proposed Amendments To Organization's Bylaws

In the near future, all CLD members will receive an email providing an opportunity to **accept or reject proposed amendments to the CLD Bylaws** (the overarching framework for the Organization's operation and management).

The Board of Trustees has approved the changes and they are now ready for a vote by the full membership. As a voting member of CLD, your voice is important and valued—please vote!

Upcoming Elections

Interested in running for office in CLD? CLD members in good standing who are interested in running for the offices of Vice President or Treasurer should contact the chair of the Nominations and Elections Committee, Dr. Deborah Reed, at deborah-reed@uiowa.edu.

Candidates will be presented at the annual business meeting during the October 2018 conference in Portland, Oregon.

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