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President's Message



Dear CLD Members,

Happy New Year! Although the year has just begun, numerous CLD activities are already under way. The call for proposals for CLD's 41st Annual International Conference have gone out, and by the time you read this, the due date for proposals will have passed. I hope you were able to get your proposal in on time! Our vice president, Brittany Hott, is the Conference Program chair this year, and she has big plans for the upcoming conference, including the addition of a Diversity Strand. Thank you to Brenda Barrio and the rest of the Diversity Committee for collaborating with Brittany on this special feature of this year's program. The Conference Committee, chaired by Anne Brawand and Judy Voress, has selected the Westin Riverwalk Hotel on the beautiful Riverwalk in San Antonio, Texas, as the location for the conference. Even if you missed the proposal deadline, consider attending the conference this year—and consider inviting a colleague or student to join you. The conference is a wonderful time for both professional networking as well as catching up with old friends—and making new ones!

By the time you read this, we will have held our election for CLD officers as well. This year, positions will be filled for Treasurer and Vice President. Thank you to Deborah Reed, who is serving as the Nominations-Election Committee chair, for all of her hard work with helping to fill these important positions. Deborah will send out the results of the election as soon as all of the votes are tallied.

The Research Committee, chaired by Kelli Cummings, has also been hard at work. Kelli has sent out a call for applications for CLD's Outstanding Researcher Award. This award is given for an outstanding manuscript-length paper on learning disabilities based on a doctoral dissertation completed within the last five years. If you know of a recent graduate who completed an outstanding dissertation in the field, please, encourage them to apply! The deadline for submissions this year is May 1, and the winner will receive the award at the conference.

The call for applications for this year's Leadership Institute will be coming out soon, so keep an eye out for an email from Diane Bryant, co-chair of our Leadership Development Com-

mittee. The Leadership Institute is held on the day prior to the conference for as many applicants as space will allow. Topics of past Institutes have included establishing a research agenda, building your vita, obtaining funding, learning about strategies for conducting research in local school districts, discussing tips for teaching, and learning about ways to get involved in CLD. Feedback from attendees has been overwhelmingly positive. If you know of graduate students and/or early career faculty who are interested in becoming more involved in CLD, be sure to encourage them to apply when the call comes out.

Although all of our committees are hard at work, I would like to take a moment to give a special thank you to our executive director, Linda Nease, and our Technology Committee co-chairs, Joe Morgan and Lisa Morin. As we move into the new year, we will all be renewing our memberships using a new interface on the CLD webpage. Thank you to Linda and Joe for taking the lead on rolling out this new system that will make renewing memberships easier for members as well as helping the organization with more efficient record keeping. And, as always, thank you to Lisa for working with all of our officers and committee chairs to make sure that our website stays current. You are much appreciated.

I am really looking forward to 2019 and hope that you are as well!

Sheri Berkeley
CLD President

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Current Issues in Review

Editor's Note: This column is designed to provide CLD members with a synopsis of the current information available in the literature related to a specific topic in the field of learning disabilities. Author(s) are asked to provide an overview of the literature and recommendations for next steps in addressing the identified issues.

Supporting English Language Learners with Learning Disabilities: A Case Study

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Demographic changes in the United States indicate sustained increases in the number of students identified as English language learners (ELLs). According to the National Center for Education Statistics (2015), ELLs make up 21% of the K–12 population in the U.S., and projections indicate that by the year 2030, ELLs will comprise 40% of the U.S. student body (Guglielmi, 2008; Watkins & Lindahl, 2010). Furthermore, about 12% of all students with disabilities are considered ELLs with learning disabilities (LD) (National Center on Educational Outcomes, 2016). As schools in the U.S. become increasingly diverse, it is important that educator preparation programs (EPPs) prepare teacher candidates who are knowledgeable about the unique educational needs of ELLs, especially those with LD.

In the past, English as a Second Language (ESL) teachers were solely responsible for the educational outcomes of ELLs; however, this is no longer the case and is creating a needed paradigm shift in teaching practices (English, 2009; Shrestha & Heisler, 2011). Both general and special education teachers are now challenged with meeting the individualized needs of ELLs (Short & Fitzsimmons, 2007; Watkins & Lindahl, 2010). Educators are also tasked with noting students' linguistic backgrounds and how this might impact instructional practices, meaning that teachers must develop and refine relationships with students and families in ways that enhance their ability to arrange effective instructional conditions (Odom & Wolery, 2003; Simpson, Mundschenk, & Heflin, 2011). To do this effectively, educators must learn how to transect and align curriculum, methods, strategies, and supports with the primary language and culture of ELLs (West et al., 2016). Conversely, EPPs do not always prepare teacher candidates to think about such intersections even though research demonstrates the need to prepare teacher candidates to work with the multifaceted needs of ELLs with LD (Paneque & Barbetta, 2010).

Importance of Teaching ELLs with LD

As previously mentioned, the need exists for teacher candidates to be adequately prepared to support ELLs with LD. This need has existed for decades, yet EPPs have been slow to emphasize and educate teacher candidates about culturally

responsive practices (King & Butler, 2015). King and Butler found that although the majority of EPPs in their study covered multiculturalism/diversity, it tended to be included on a superficial level and not deeply embedded in the curriculum. Conversely, research demonstrates that one of the key components in supporting ELLs with LD is consideration of how to facilitate teaching strategies and the impact of a student's linguistic background on instruction (Barrio, Peak, & Murawski, 2017; Kavale & Flanagan, 2007; Short & Fitzsimmons, 2007; Ravindran & Myers, 2012).

Current models of instruction for ELLs triangulate targeted instruction, evidence-based strategies, content instruction, the integration of language, and Universal Design for Learning (UDL) (Watkins & Lindahl, 2010). Targeted instruction focuses on individual student need across content areas and embeds specific evidence-based teaching strategies such as strategy instruction, explicit teaching of vocabulary, extended curricular discussions, peer-learning opportunities, and graphic organizers (DeCapua & Marshall, 2010; Krashen, 1992; Reed & Vaughn, 2012). Evidence-based strategies support ELLs and complement the UDL framework, an approach to supporting learners by ensuring all students have access to the curriculum and reducing instructional barriers (Rose & Strangman, 2007).

Teaching with Case Studies

In addition to coursework and practical experiences, utilizing case studies throughout EPPs can support candidates in learning the multifaceted ways in which ELLs with LD learn and allows teacher candidates the opportunity to exercise culturally responsive teaching practices.

Moreover, case studies have been shown to be an effective approach for teacher preparation programs to use with teacher candidates as a way to address knowledge gaps (Combes et al., 2016). Additionally, Bonney (2015) suggests case studies facilitate interdisciplinary learning and can help participants make connections between specific topics and real-world applications. Moreover, case studies have been reported to increase participant motivation and participation in class activities (Bonney, 2013). Thus, this specific case study

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was developed for teacher candidates to promote learning related to better supporting ELLs with LD through a real-life scenario that guides discussion and furthers critical thinking, reflection, and dialogue (Popil, 2011). The following case study depicts a realistic scenario of Ms. Wheeler and her diverse group of students, based on a compilation of experiential situations from the authors.

Case Study: Ms. Wheeler

Ms. Wheeler is a general education first-grade teacher working in a diverse Title I school. Of the 20 students in her class, 80% are ELLs. From the ELL student population, four are

receiving special education services for LD, one for autism spectrum disorder, and two for speech and language impairment. Additionally, seven of Ms. Wheeler's other students receive English language support (one student speaks Mandarin Chinese, one student speaks Hindi, and five students speak Spanish) for two 30-minute sessions per week to help develop proficiency in the English language. After reviewing data collected on words read per minute throughout the first grading period, Ms. Wheeler is thinking about the reading progress of her students. In addition to the seven students receiving special education services, many other students who are ELLs are also failing to make progress in improving their literacy skills (refer to Table 1 for student progress).

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Table 1. Biweekly Reading Progress

Words Read Per Minute (WPM) (End of 1st Grade Goal is 60 WPM)									
Student	8/25	9/8	9/22	10/6	10/20	10/20	11/17	12/1	12/16
1 ELL with Autism	0	5	5	8	7	9	8	11	10
2 ELL	12	15	16	16	19	20	24	26	29
3 ELL	3	4	4	6	8	10	13	14	17
4 ELL with LD	3	2	4	3	6	6	5	9	9
5 GE non-ELL	9	15	16	21	24	25	30	35	34
6 ELL with LD	0	0	1	0	2	3	5	4	6
7 GE non-ELL	2	5	5	6	6	8	10	13	15
8 ELL with LD	0	0	0	0	0	1	1	1	1
9 ELL 5	5	9	8	7	11	14	13	10	15
10 GE non-ELL	9	16	14	18	15	15	20	22	23
11 GE non-ELL	15	21	24	25	28	30	33	36	41
12 ELL with LD	0	0	1	0	2	1	3	3	3
13 ELL with SLI	5	4	3	6	5	8	8	9	8
14 GE non-ELL	9	17	17	16	20	25	26	31	36
15 ELL	3	4	6	7	8	7	9	11	12
16 ELL	4	6	8	8	9	11	14	14	16
17 ELL	5	4	3	5	6	8	7	10	10
18 ELL	11	16	14	17	21	25	23	27	26
19 ELL with SLI	0	1	0	0	2	1	3	2	3
20 ELL	2	3	3	3	5	6	5	7	9

Note. ELL = English language learner; GE = general education; LD = learning disability; SLI = speech language impairment

Many strategies have been implemented to adapt the curriculum in the classroom to fit the individual needs of Ms. Wheeler's students. For example, the morning meeting—focused on the calendar, morning message, and counting on the 100s number chart—is completed all in English. To help the ELLs in the classroom, a pointer is used to show one-to-one correspondence when reading the morning message. Many visuals with labels are also available—some of which are also in Spanish, Mandarin Chinese, and Hindi. Students do benefit from readings that include repetition and referring to pictures for context clues. However, the challenge that faces the students is a lack of comprehension of what is being taught in the classroom. Though Ms. Wheeler took several ESL methods courses during her undergraduate teacher preparation program and considers herself a culturally responsive educator, she feels underprepared to provide effective instruction to her students.

Questions for Reflection and Discussion

1. Share your experiences working with ELLs, students with LD, and ELLs with LD.
2. Analyze the student data. What did you notice about the students' data and how should it inform instruction?
3. Discuss aspects of the UDL framework that may benefit Ms. Wheeler's students.
4. Recommend potential instructional and culturally responsive teaching techniques that Ms. Wheeler could implement to help her struggling students.
5. Identify evidence-based practices that might benefit the varied levels of the students in Ms. Wheeler's class.

Using This Case Study

The topic of supporting ELLs with LD is highly relevant to both pre-service general and special education teacher candidates as well as to in-service practitioners. Discussions and activities focused on culturally responsive practices, evidence-based instructional strategies, UDL, progress monitoring, and making data-based instructional decisions are important topics for all educators. In addition to this case study narrative, supplemental documents are available to CLD members that support instruction for the ELLs in Ms. Wheeler's class on the CLD website.

Conclusion

Teacher candidates are often underprepared to provide effective instruction to students with LD, and the challenges often increase when students are also ELLs (Walker & Stone, 2011). According to Kamps et al. (2007), insufficient preparation to teach ELLs makes educators feel less efficacious in providing appropriate instructional modifications. Therefore, teacher preparation programs must find ways to increase the knowledge and skills necessary for supporting the learning of ELLs who also have a LD. Case studies showcasing

classrooms such as Ms. Wheeler's provide opportunities for teacher candidates to identify and discuss common challenges educators face working in today's diverse schools and afford them the chance to develop skills and strategies to better support ELLs with LD.

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CLD Is Searching for Outstanding Researcher Award!

In an effort to promote and acknowledge research, the Council for Learning Disabilities recognizes an outstanding researcher who submits a manuscript-length paper about learning disabilities that is based on a doctoral dissertation completed within the last five years. The submission must not be under consideration for, or the recipient of, another award. The award recipient is a guest at the annual international conference where he/she will present his/her paper. This recipient receives a complimentary registration and CLD membership or renewal. The recipient is also presented with a certificate of recognition and a \$500 honorarium to be presented at the 2019 International Conference on Learn-

ing Disabilities in San Antonio, Texas. The recipient will be profiled in *LD Forum* and on the national CLD website. Additionally, the recipient's paper will be submitted for possible publication in *Learning Disability Quarterly*. Because of this consideration, the submitted manuscript cannot be simultaneously submitted to or already published in another journal.

For complete information on submitting to CLD's Outstanding Researcher Award competition, please visit <https://council-for-learning-disabilities.org/council-learning-disabilities-outstanding-researcher-award>.

The current deadline for submissions for the Outstanding Researcher Award is May 1, 2019, at 5:00 pm Eastern time.

Committee & Chapter News

Congratulations to All CLD Chapter Grant Recipients!

CLD chapter grants are given to assist chapters in developing activities that promote professional education related to the education of students with LD. CLD chapter grants have supported chapters with their conference/institute, workshop/symposium, speakers for chapter meetings, activities with other professional groups for the purpose of representing CLD, scholarships to attend a CLD conference or CLD

chapter/regional conference, and their newsletter activities. After each chapter's proposal was thoroughly reviewed by the Leadership Development Committee, the allocation of chapter grant monies was finalized and each chapter president was notified in December 2018. The grant recipients are as follows: Colorado, Maryland, Texas, Texas Student, and Virginia. Congratulations to all and we look forward to reading each of your reports in the *LD Forum* soon!

Committee & Chapter News

2019 Leadership Institute

The CLD Leadership Development Committee (LDC) is pleased to announce its CLD Leadership Institute (LI), which will be held on October 2, 2019, from 9:00 am to 4:30 pm. The LI will be held at the Westin Riverwalk in San Antonio, Texas, the day before the 41st Annual CLD Conference on October 3–4, 2019. Possible topics for the LI include establishing a research agenda, building your vita, obtaining funding, learning about strategies for conducting research in local school districts, discussing tips for teaching, and learning about ways to get involved in CLD.

Applications for attendance will be available on the CLD website at <https://council-for-learning-disabilities.org/cld-leadership-institute-application>; watch for the application announcement from CLD. The LI is available for participants who have not previously attended the Institute in order to give newly interested people an opportunity to attend. Questions about the CLD Leadership Institute should be directed to the Leadership Development co-chair, Diane Pedrotty Bryant (dpbryant@austin.utexas.edu).

Diversity Committee Announcement

The Diversity Committee is proud to share that our impact within CLD and our field has increased over approximately the past year. Most notably, membership has increased to over 35 from all career stages, and three manuscripts have been accepted or published from our research groups formed after the CLD conference in 2017. Also, we are collaborating with our vice president and conference chair, Brittany Hott, to increase and showcase presentations focused on topics of diversity. I want to personally thank all of those committee members who have been highly involved and continue to do amazing work to enhance equity in our field. If you and/or others would like to join our committee, please email me (brenda.barrio@wsu.edu).

Dr. Brenda Barrio
Committee Chair

Colorado CLD Announcement

Colorado CLD is working on promoting their Math on the Planes conference that will take place in February. The Board has been actively working with districts to present nominations for Teacher of the Year and Professional of the Year.

Texas CLD Announcement

Greetings from Texas!

The beginning of the year is an exciting time for the Texas Council for Learning Disabilities. As you know, the 2019 annual CLD conference will be held in San Antonio and we at Texas CLD are gearing up! Local arrangements subcommittees are currently forming to help with volunteering, sponsorship, publicity, and audio-video arrangements. Please contact me at mariya.davis@tamusa.edu or Kristi Santi at klsanti@central.uh.edu if you are able to lend a helping hand.

Please be sure to follow us on our social media accounts:
Website: <http://texasclد.strikingly.com/>
Instagram: <https://www.instagram.com/texasclدchapter/>
Twitter: https://twitter.com/texas_clد

Mariya Davis,
President of Texas CLD

Virginia CLD Announcements

On Saturday, April 27, the Virginia Council for Learning Disabilities (VCLD) will host their annual symposium at Old Dominion University. The theme for the symposium is Inclusive Practices for All. The opening session will host a panel of experts from across the state speaking on their area of expertise: autism spectrum disorder, learning disabilities, emotional/behavior disorders, attention-deficit/hyperactivity disorder, early childhood, and the state of special education in the public schools. Breakout sessions will include practical suggestions for teaching students with varying exceptionalities. General education teachers and special education teachers, future teachers, teaching assistants, co-teachers, administrators, and counselors are all invited to attend. Please visit our website at <http://vclد.org> for more information.

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.

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