



A Publication of the Council for Learning Disabilities

July 2019

## President's Message



Dear CLD Members,

As the end of my term approaches, I want to take this opportunity to remind the membership about the work of our CLD state chapters. I recently attended the annual Virginia CLD symposium in my home state. Over 200 educators at-

tended this wonderful event that promoted the mission of CLD. Additionally, teachers who won state chapter grants to support work in their classrooms were featured. Congratulations to everyone who made the event a success, including former Leadership Academy member Mindy Gumpert, who served as this year's program chair. Important work is happening in our other state chapters as well—thank you to all of our members who are actively involved in these efforts. Currently, we have state chapters in Colorado, Las Vegas, Maryland, Texas (including a student chapter), and Virginia. If you live in one of these states, please consider becoming a member of your state chapter when you renew your annual membership.

We are approaching the time of year when there is a changing of the guard in our organization. A special thank you to the following Board of Trustees members who will successfully complete their terms in June: **Kelli Cummings**, **Judy Voress**, **Diane Bryant**, and **Joe Morgan**. Your hard work and efforts are very much appreciated, and each of you has left big shoes to fill!

Please join me in welcoming our newly appointed Board of Trustees members who will begin their terms in July. **Margaret Flores** at Auburn University will chair the Research Committee, filling the shoes of Kelli Cummings. **Maria Peterson-Ahmad** at Western Oregon University will take over for Judy Voress to co-chair the Conference Planning Committee with Anne Brawand. **Esther Lindstrom** at Lehigh University will co-chair the Leadership Development Committee with Minnie Mize. Esther will replace

Diane Bryant in leadership of the activities of the Leadership Institute and Leadership Academy. **Nanette Fritschman** at National University will join Kristi Santi to co-chair the Membership Committee. Finally, **Sarah Murphy** at the University of Nevada—Las Vegas will take over for Joe Morgan to co-chair the technology committee with Lisa Morin.

There will also be changes to our Executive Committee. **Deborah Reed** and **Minyi Dennis** are set to transition off of the Executive Committee this year. Thank you both for your outstanding service and your continued dedication to the organization. Filling their positions will be **Joe Morgan** and **Beverly Weiser**. Welcome! Although not new to the Executive Committee, **Lindy Crawford** will ascend to the presidency when my term ends in June. Lindy has an ambitious agenda, and I know that our organization will be in good hands. It looks to be an exciting year!

I hope to see you all at this year's International Conference on Learning Disabilities that will be held in San Antonio, Texas, on October 3rd and 4th. Registration and housing information is posted on our CLD website for those of you who would like to get a jump on making travel arrangements. Remember to register early to get the early bird rate!

**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 Reasons To ...

### Five Reasons to Write for LD Forum

Apryl L. Poch, Ph.D.

Duquesne University and Editor, LD Forum

In recent years, researchers, along with service organizations, have taken a much stronger interest in how we translate research to practice, or even research to something that policymakers will understand as important. Though our empirical studies often are required to include implications for practice and/or policy, it is not always easy to see how to do so seamlessly. Service organizations like the Council for Learning Disabilities (CLD) offer one route by which researchers and practitioners can continue to collaborate and work towards both a better understanding of the needs of students with learning disabilities (LD), but also to foster the growth and awareness of the field as we continue to grow opportunities for improving the life outcomes of individuals with LD at all stages of development.

Moreover, organizations like CLD play a critical role in supporting the various ways in which we can share the important work of enhancing the lives of individuals with LD. Outlets for sharing information through the organization's journals (e.g., *Learning Disability Quarterly* and *Intervention in School and Clinic*), newsletter (e.g., *LD Forum*), and Research to Practice Corner offer opportunities for supporting the dissemination of research and the translation of research to practice.

While journals may seem the natural outlet for sharing new knowledge, newsletters can also provide a viable means for the dissemination of research and practice to an organization's constituents within a peer-reviewed framework on a more personalized level.

Here are our five reasons to write for *LD Forum*.

#### Reason 1

#### To disseminate research that promotes effective practice for individuals with LD and supports the education of students from diverse backgrounds

Promoting and disseminating evidence-based practices and research is central to the mission of CLD and inherent to the core of our ethical practice as researchers and educators.

#### Reason 2

#### To share your ongoing and new work with the membership

Newsletters are intended as news briefs on what's happening in an organization. Members are central to the growth of CLD; when they share the work that they are engaging in, they provide avenues for growing pathways to connect with new and existing members, and fostering collaboration and advocacy efforts on international, national, and local fronts.

#### Reason 3

#### To engage educators working with students with LD in effective practices

Access to research and effective evidence-based practices are frequently lamented in discussions about how to get research into the hands of educators and to help them facilitate implementation. Many educators may not have access to scholarly journals, either individually or within their work settings. Newsletters like *LD Forum*, which are distributed to the membership and available on the CLD website, are oftentimes more accessible and available at no cost. Sharing

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important and emerging practices in these outlets is just as important as utilizing scholarly journals.

Reason  
4

**To help the membership explore or engage a core or emerging issue in the field**

Ideas change quickly and pendulum shifts occur within a field, but all may not be within the purview of our own individual niches. Exploring and engaging competing, collaborative, and challenging issues will allow for informed members who can help steady the waters when unforeseen agendas and ideas seem to threaten the security of safe waters.

Reason  
5

**To refine and expand your writing skills (both when beginning to build your writerly voice and when refining your craft of translating research to practice)**

Whether you are just beginning to brave the dance of finding your writerly voice, or you are refining your writing process

and working to navigate the publication process, know that support is available to help you refine your craft.

Continuing to find ways to bridge research and practice requires a bi-directional effort that responds to the voices of both researchers and practitioners (Farley-Ripple, May, Karpyn, Tilley, & McDonough, 2018). We welcome your submissions to our outlets and look forward to collaborating on how we might continue to close the gap between research and practice.

### References

Farley-Ripple, E., May, H., Karpyn, A., Tilley, K., & McDonough, K. (2018). Rethinking connections between research and practice in education: A conceptual framework. *Educational Researcher*, 47(4), 235–245. <https://doi.org/10.3102%2F0013189X18761042>

## Announcement from the Leadership Development Committee

The Leadership Development Committee is pleased to announce Cohort 8 for the Leadership Academy.

Congratulations to the following new academy members:

- Tasia Brafford, *University of Oregon*
- Sam Choo, *University of Oregon*
- Sarah McCarthy, *University of Nevada Las Vegas*
- Maryam Nozari, *University of Texas*
- Jennifer M. White, *University of Arizona*
- Kelly Williams, *Indiana University*

We are also pleased to announce that the 2019 Leadership Institute will include 22 participants from universities across the United States. Congratulations to our new 2019 Leadership Institute group!





### Please Join Us!

**Dr. Brittany Hott**, CLD vice-president and program chair, encourages you to attend the 41st Annual International CLD Conference. A variety of topics will be covered, including diversity, technology, and innovative research in the field of LD.

### The 2019 J. Lee Wiederholt Distinguished Lecture

Join us for the 2019 J. Lee Wiederholt Distinguished Lecture, presented by **Dr. Diane Pedrotty Bryant**, Millie Villeret Davis Professorship in LD, High Incidence Disabilities Area coordinator, and project director, Mathematics and Science Institute, MCPER.

### Local Arrangements Committee

Local Arrangements Committee (LAC) co-chairs Kristi Santi and Mariya Davis, along with the LAC, are coordinating the local arrangements. Interested in volunteering? Please contact **Kristi Santi** or **Mariya Davis**.

### 2019 Conference Sponsorships

The conference committee is now accepting sponsorships for the 2019 CLD Conference. For more information, please contact [CLD2019SanAntonio@gmail.com](mailto:CLD2019SanAntonio@gmail.com).

### Reasons for Attending the CLD Conference

1. **Bond** with your colleagues, both old and new.
2. **Discover** how you can become more involved in CLD committees such as Diversity, Technology, Research, and Professional Development.
3. **Refresh** skills for interacting with students with LD.
4. **Discover** innovative research that is impacting students with LD.
5. **Meet** the “Must Reads” Award Winners.
6. **Enjoy** the famous San Antonio River Walk.

### Click Here to Register Today!

A room block has been secured for the conference. Visit the **CLD Room Block website** or call (888) 627-8396 and mention that you are registering for the CLD Conference. Visit the **CLD website** for more information on the conference, registration, and the Westin Riverwalk Hotel.

### Connect with CLD

Facebook

Twitter

[www.cldinternational.org](http://www.cldinternational.org)

## Committee & Chapter News

### Texas CLD Announcements

Greetings from Texas CLD!

I hope all of you are having beautiful vacations with your families and loved ones. This summer, Texas CLD has welcomed two new board members; **Randa Keeley** has joined us as the chapter's vice president, and **Shawn Kent** as secretary. In 2019–2020, I will be serving as the chapter's past president, **Maryam Nozari** will be serving as president, and **Kristi Santi** as treasurer.

We at Texas CLD are thrilled that the 2019 annual CLD conference is coming to San Antonio in October! There are opportunities to volunteer and help our organization to hold a successful conference. Please contact me at [mariya.davis@tamusa.edu](mailto:mariya.davis@tamusa.edu) or Kristi Santi at [klsanti@central.uh.edu](mailto:klsanti@central.uh.edu) if you would like to get involved.

Finally, please be sure to follow us on [our website](#), [Instagram](#), and [Twitter](#).

Best wishes!  
**Mariya Davis,**  
President of Texas CLD

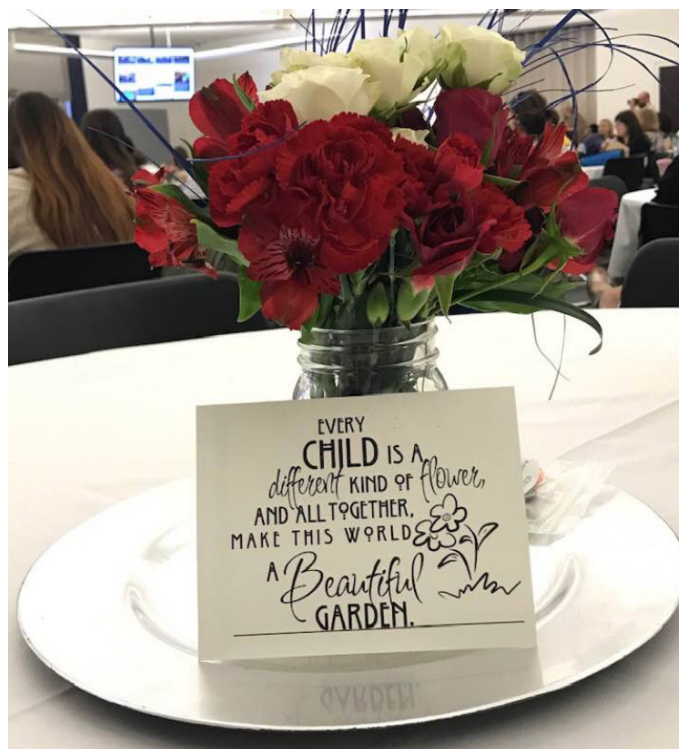
### Virginia CLD Announcements

The Virginia Council for Learning Disabilities (VCLD) symposium, *Inclusive Practices for All*, held at Old Dominion University in April was a record breaker! Registration was closed three weeks early due to reaching maximum capacity for the venue. Over 350 educators from throughout the state were in attendance. A teacher from northern Virginia even attended the symposium virtually via a telepresence robot. She wrote, "I loved using the remote robot and being able to attend today! Thank you for allowing me this opportunity. Everyone was so nice to me and made me feel included. :)"

The symposium began with a panel of seven experts speaking on various exceptionalities and the state of special education today, followed by a question-and-answer session (see <http://vclld.org/2019-vclld-symposium/>). There were 29 break-out sessions, which included an interactive poster session attended by over 40 people. We recognized two outstand-

ing teachers. **Jessica Draper** received the VCLD Teacher of the Year Award, and **Catherine Burton** received the VCLD Early Career Award. During lunch and at the dessert reception at the end of the day, attendees had the opportunity to win one of over 30 door prizes, including laminators, digital cameras, school supplies, and gift cards. Eight attendees joined CLD and VCLD!

Based on the 185 returned evaluations, attendees not only appreciated the expertise of the panelists and presenters but also the details that went into making the day special, such as the tote bags, the program cover that was designed by a student with LD (see <http://vclld.org/>), the nametags that were written by over 50 students with disabilities, and the fresh flowers on the tables. Next year's symposium will be held at Old Dominion University on April 25, 2020, so mark your calendars!



## 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 learn-

ing 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.