



A Publication of the Council for Learning Disabilities September 2019

## President's Message



Dear CLD Members,

As president of CLD for 2019–2020, my goal is to grow our collaborative partnerships and increase our focus on inclusivity. We can do this through engaging with professionals from a broad array of disciplines, including general education

(where students with learning disabilities spend the majority of their school day), and other professionals associated directly or indirectly with the field of learning disabilities. Students with learning disabilities are a heterogeneous group and require exposure to evidence-based practices validated across a broad range of disciplines. We can learn a great deal from each other as we share the common goal of advocating for children and adults with learning disabilities. As we focus on becoming more inclusive, our membership base will also grow and our organization will continue to thrive.

Diversifying the organization by recruiting and retaining a broad array of professionals, parents, and advocates from fields within and beyond the field of learning disabilities is one way to grow membership and create a stronger base. But to be truly inclusive, we must also welcome diversity of thought, culture, language, ethnicity, gender, and race. How can the work of our organization fully represent our values, including our desire to “facilitate and promote the integration of diversity into all aspects of CLD’s mission and the organization’s endeavors” (CLD Bylaws, <https://council-for-learning-disabilities.org>)? How can we better “walk our talk?” During my first month as president, CLD members on the Board of Trustees (BOT) have shared some great ideas with me about growing our membership base through a focus on inclusivity, including

1. Revisit our collective beliefs about the demographics of our target audience. Do we want to be more intentional about our inclusion of parents of children with learning disabilities? Our pre-K–12 colleagues? What about professionals who work with adults with disabilities in post-secondary settings?

2. Once we clarify our potential base, what is a viable goal for the number of new members we can recruit?
3. How can CLD leaders communicate frequently and transparently to inform and empower members (both old and new)?
4. How do we grow CLD’s high quality professional development opportunities and collegial and collaborative research and teaching endeavors while staying true to our organization’s mission? and,
5. What can we do, specifically and intentionally, to recruit and retain people of color who are under-represented in our organization?

These are just some of the questions generated by our BOT in recent weeks. My goal is to provide leadership to the organization as we work together to provide some of the answers during the 2019–2020 academic year.

As we anticipate the beginning of a new school year, I know our organization will continue to embrace inclusion at every level. CLD understands the power of collaboration, and our members know that we are stronger standing together (as teachers, parents, researchers, administrators, policy-makers, and students), than when standing alone. As one example, CLD is a proud member of the Consortium of Citizens for Disabilities (CCD). The CCD consists of approximately 100 national organizations that work together

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to advocate for federal policy supporting the inclusion of people with disabilities in all life activities ([http://c-c-d.org/fichiers/ccd\\_brochure2019.pdf](http://c-c-d.org/fichiers/ccd_brochure2019.pdf)). Debbie Gartland and Roberta Strosnider, co-chairs of CLD's Liaison Committee, regularly update our BOT about the work of this powerful consortium. Specifically, CLD has joined forces with organizations such as the National Center for Learning Disabilities (NCLD) and the Division for Learning Disabilities (DLD) to improve educational outcomes for students with learning disabilities through the efforts of CCD's Education Task Force. This work reflects two of the many organizational strengths of CLD—collaboration and inclusion—while maintaining our primary mission of “promoting and disseminating evidence-based research and practices related to the education of individuals with learning disabilities” (<https://council-for-learning-disabilities.org>).

Ten years ago, CLD leaders Diane Pedrotty-Bryant, Brian Bryant, Deborah Reed, Sheri Berkeley, and Peggy King-Sears welcomed me into the organization. It was not strategic nor political. It was not to reach a quota nor to secure additional dues. They reached out to me because they thought that I would benefit from membership in the organization and that the organization may benefit from my contributions. They acted on principle. A core principle of this organization is to be inclusive and collaborative. Who will we, individually and collectively, welcome into the organization this year?

**Lindy Crawford**  
2019–2020 CLD President

## Research Committee Announces Award Recipients

Each year, CLD celebrates researchers who contribute to the field of learning disabilities with three different awards. The **Outstanding Researcher Award (ORA)** recognizes an early career researcher who submits an article-length paper based on a doctoral dissertation completed within the last five years relevant to the field of learning disabilities. The Research Committee engages in a double-blind review process in order to select a winner. For 2019, the committee received nine submissions and we are pleased to announce that **R. Alexander (Alex) Smith** is the recipient of this year's award. His paper is titled “Technical Adequacy of a Spelling Curriculum Based Measure for English Language Learners in the First Through Third Grade.”

In addition, CLD chooses exceptional research published in *Intervention in School and Clinic* and *Learning Disability Quarterly* to be recognized as **Must-Read Articles**. The editors of these two journals nominate articles written

between July 1st and June 30th. Next, the Research Committee reviews the articles to determine winners. The Must-Read Article for *Intervention in School and Clinic* is “Scaffolded Academic Conversations: Access to 21st-Century Collaboration and Communication Skills,” written by **Tracy Spies** and **Yunying Xu**. The Must-Read Article for *Learning Disability Quarterly* is “Studying Virtual Manipulatives Paired With Explicit Instruction to Teach Algebraic Equations to Students With Learning Disabilities,” written by **Rajiv Satsangi**, **Rachel Hammer**, and **Christina Hogan**.

The lead authors associated with these award-winning papers and articles will present their work this fall at the 41st annual CLD Conference in San Antonio, Texas. The presentations are scheduled for the afternoon of October 3rd. We hope you can attend. If not, we encourage you to read their excellent work published in CLD's flagship journals.

## Membership Survey Coming Soon

The Membership Committee will be sending out a membership survey this fall. We hope to learn what specific areas of the organization work best for the members and which areas

could be improved, and gather other thoughts to help make the organization even better. Please watch for the survey in your inbox!





### 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, *"The Critical Need for Mathematics Interventions: Why Students With Learning Disabilities Cannot Wait,"* 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. Please contact **Kristi Santi** or **Mariya Davis** if you'd like to volunteer.

### 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).

### Selected Diversity Spotlight Panel Sessions

1. **The Voices Beyond the Numbers: Disproportionality in Special Education** presented by Brenda Barrio, Sarah Ferguson, Katrina Hovey, Benita Kluttz-Dye, and Peter Boedeker
2. **Engaging Culturally and Linguistically Diverse Families in the IEP Process** presented by Endia Lindo, Jungu Agrawal, Lidia Sedano, and Monica Brown

### Click Here to Register Today! (It's not too late!)

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.

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## Committee & Chapter News

### Maryland CLD Announcements

The Maryland CLD Chapter (MCLD) won a CLD chapter grant and used the funds to produce two spring events.

First, the MCLD and Maryland CEC once again joined forces to plan and sponsor a professional development conference, “Supporting All Learners,” held on Saturday, March 30th, in Gaithersburg, Maryland. **Mr. LaRon Martin**, principal at The Children’s Guild in Baltimore City, was the keynote speaker. Following his passionate address, participants had the opportunity to attend three rounds of breakout sessions, then interact with poster session participants. A CLD membership materials table enticed attendees to join MCLD/CLD.

Second, on April 9th, MCLD held a recruitment event in Ellicott City, Maryland. **Dr. Roberta Strosnider**, educational consultant and CLD Board member, and Ms. Andi Alonso, a special educator for Montgomery County Public Schools, gave a presentation, “Teaching Executive Function Skills to All Students,” and provided materials for the teachers to assist students with LD who struggle with executive function skills. Additionally, the importance of continued professional development was discussed, and MCLD/CLD membership materials were shared with attendees.

**Debi Gartland**  
**MCLD President**

### Texas CLD Announcements

On behalf of the Texas Council for Learning Disabilities (TCLD), we look forward to a productive academic year for the Texas chapter. Our goal is to create an even stronger network among professionals and to promote training to pre-service and in-service professional organizations serving students with learning disabilities. The TCLD board members are very excited about the 2019 annual conference in San Antonio, Texas. We strongly encourage you to join TCLD to benefit from the numerous opportunities that we provide our members.

TCLD members will be eligible for door prizes at this year’s conference. We will be giving away five sets of *Wrightslaw* books from our special education law and advocacy training program. We encourage you to stop at the membership booth with your TCLD card to register. Also, to promote networking among professionals, TCLD will sponsor a Texas meet and greet during the conference. This is an amazing opportunity to exchange new ideas, share your knowledge and experience on evidence-based practices, and make career connections. Stay tuned for more details.

Lastly, I would like to extend a thank you to all CLD members for their dedication and hard work over the past years to expand the field of learning disabilities. I am grateful and honored to have the opportunity to serve as the president of TCLD this year and look forward to meeting you all in San Antonio in October.

All the best,  
**Maryam Nozari**  
**Texas CLD President**

### Virginia CLD Announcements

The 2019 Annual Virginia Council for Learning Disabilities (VCLD) symposium was a huge success. How do we top that success? We are going to build on the VCLD ideology of providing quality professional development by offering research-based, relevant instructional practices for educators of students with learning disabilities and learning difficulties. Thus, our theme for the VCLD 2020 symposium is *High-Leverage Practices (HLPs) for Student Success*. There is a collection of 22 HLPs which are a “set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession” (see <https://highleveragepractices.org>). Our keynote speaker, **Dr. Paul Riccomini**, will be discussing HLPs, and a panel of four experts will present the four aspects of practice that the HLPs are organized around (i.e., collaboration, assessment, social/emotional/behavioral, instruction).

We are accepting proposals (i.e., 50-minute session, interactive poster session, or 15-minute roundtable) for the 2020 VCLD Symposium that will be held again at Old Dominion University on Saturday, April 25th, 2020. Your proposal does not need to specifically address HLPs but must include research-based instruction for educators. The symposium is practitioner oriented, so a “take-away” for teachers should be a part of your submission. Please submit proposals at <https://tinyurl.com/2020VCLDproposal> by November 30th, 2019.

Building on our success from last year, the 2020 symposium has the potential to be the best ever! We hope you will accept our invitation to join VCLD in providing quality professional development for educators throughout the state of Virginia.

**Mindy Gumpert**  
**VCLD President**



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[lindy.crawford@tcu.edu](mailto:lindy.crawford@tcu.edu)

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[lneaseCLD@aol.com](mailto:lneaseCLD@aol.com)

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American Institutes  
for Research  
[kat.hughes79@gmail.com](mailto:kat.hughes79@gmail.com)

#### Research

**Margaret Flores**  
Auburn University  
[mmf0010@auburn.edu](mailto:mmf0010@auburn.edu)

#### Leadership Development

**Min Mize**  
Winthrop University  
[minkimedu@gmail.com](mailto:minkimedu@gmail.com)

#### Esther Lindström

Lehigh University  
[esl417@lehigh.edu](mailto:esl417@lehigh.edu)

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**Roberta Strosnider**  
Towson University  
[rstrosnider@towson.edu](mailto:rstrosnider@towson.edu)

#### Debi Gartland

Towson University  
[dgartland@towson.edu](mailto:dgartland@towson.edu)

#### Membership/Recruitment

**Kristi Santi**  
University of Houston  
[klsanti@uh.edu](mailto:klsanti@uh.edu)

#### Nanette Fritschmann

[nsfritsch@hotmail.com](mailto:nsfritsch@hotmail.com)

#### Conference

**Anne Brawand**  
Kutztown University  
of Pennsylvania  
[brawand@kutztown.edu](mailto:brawand@kutztown.edu)  
[acbrawand@gmail.com](mailto:acbrawand@gmail.com)

#### Maria Peterson-Ahmad

Western Oregon University  
[petersonahmadm@wou.edu](mailto:petersonahmadm@wou.edu)

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Southern Methodist  
University  
[bweiser@smu.edu](mailto:bweiser@smu.edu)

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University of North Texas  
[brenda.barrio@unt.edu](mailto:brenda.barrio@unt.edu)

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**Lisa Morin**  
Old Dominion University  
[lmorin@odu.edu](mailto:lmorin@odu.edu)

#### Sarah McCarthy

University of Nevada,  
Las Vegas  
[sarah.murphy@unlv.edu](mailto:sarah.murphy@unlv.edu)

#### Bylaws

**Brittany Hott**  
University of Oklahoma  
[bhott@ou.edu](mailto:bhott@ou.edu)

#### Nominations–Elections

**Sheri Berkeley**  
George Mason University  
[sberkele@gmu.edu](mailto:sberkele@gmu.edu)

### Publication Editors

#### LDQ Co-Editors

**Diane P. Bryant**  
**Brian R. Bryant**  
The University of Texas  
at Austin  
[dpbryant@austin.utexas.edu](mailto:dpbryant@austin.utexas.edu)  
[brianrbryant@aol.com](mailto:brianrbryant@aol.com)

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**Randall Boone**  
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University of Nevada,  
Las Vegas  
[randyboone@me.com](mailto:randyboone@me.com)  
[higgins@unlv.nevada.edu](mailto:higgins@unlv.nevada.edu)

#### LD Forum Editor

**Apryl Poch**  
Duquesne University  
[ldforumeditor@gmail.com](mailto:ldforumeditor@gmail.com)  
[pocha1@duq.edu](mailto:pocha1@duq.edu)

### Other Positions

#### Archivist

**Meijia Liu**  
University of Texas  
[meijia.liu@utexas.edu](mailto:meijia.liu@utexas.edu)

#### Social Media Editor

**Lorraine Munion**  
[mornstar63@gmail.com](mailto:mornstar63@gmail.com)

## 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.