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## President's Message



Dear CLD Members,

As I sit down to write this message at the dawn of a new decade, I cannot help but reflect on CLD's contributions to the field of learning disabilities over the past year, keeping in mind the words of Geneva Gay (2010), "Intention without action is insufficient" (p. 13).

Specifically, CLD contributed to renewed—or in some cases, long overdue—discussions related to the critical importance of diversity, equity, and inclusion in all that we do, as exemplified in our work on a CLD diversity statement. A draft of this statement has been presented by the Diversity Committee and is currently under review. I look forward to updating you on the status of this work in my spring message. In addition, the fall conference program included a "diversity strand" organized by CLD president-elect Brittany Hott. Sessions within this strand provided attendees with an opportunity to learn more about, and reflect upon, how language, culture, and race can and should contribute to the research that we conduct, the teacher preparation in which we engage, and the methods of instruction and assessment that we employ when working with children and adults in the field of learning disabilities.

Another action-oriented contribution made by CLD in 2019 was the co-development and endorsement of a set of eight joint principles related to "Eligibility for Special Education Under a Specific Learning Disability Classification" (see "CLD Updates" at <https://www.council-for-learning-disabilities.org>). Led by our Liaison Committee co-chairs Roberta Strosnider and Debi Gartland, CLD was 1 of 11 organizations contributing to the publication of the joint principles for specific learning disability eligibility and 1 of 7 organizations contributing to a set of policy and practice resources (also available on the CLD website). At the core of these principles is the importance of using evidence-based practices and the need to conduct valid and reliable evaluations while "continually scanning for bias that may disadvantage children from certain linguistic and cultural backgrounds" ("Principles ...," 2019, p. 5). I have personally found all of these documents to be excellent resources in my graduate courses. If you have not yet had a chance to review them, I encourage you to do so.

Looking ahead to 2020, in addition to moving forward with this important work, CLD will continue to focus on building membership through inclusive and intentional strategic planning. To date, the Strategic Planning Special Committee, which includes nine representatives from across the organization, has met three times. We are in the process of collecting and synthesizing internal as well as external data related to CLD's current vision, mission, and goals. Your thoughts about the strengths and areas for growth for CLD are critical to our strategic planning. So, please, if you have not done so already, complete the email survey distributed by CLD's Membership Committee.

Much has been done, but much remains to be done to ensure CLD lives up to its mission of enhancing the education and quality of life for individuals with learning disabilities across the life span. So let me close by thanking you for your various and much-appreciated contributions to the field of learning disabilities.

**Lindy Crawford**  
2019–2020 CLD President

### References

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed). New York, NY: Teachers College Press.

*Principles for SLD Eligibility: Practice & policy considerations for states and school districts: A comprehensive evaluation for special education for a child suspected to have a specific learning disability* (2019). Retrieved from <https://council-for-learning-disabilities.org/wp-content/uploads/2019/12/P1-A-Comprehensive-Evaluation-for-Special-Education-for-a-Child-Suspected-to-Have-a-Specific-Learning-Disability.D3.pdf>

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## Advocacy News

At the 2019 CLD conference in San Antonio, Texas, your Liaison Committee co-chairs shared “Eligibility for Special Education Under a Specific Learning Disability Classification: Joint Principles 2019” ([https://council-for-learning-disabilities.org/wp-content/uploads/2019/12/Eligibility-for-Special-Education-under-a-Specific-Learning-Disability-Classification.FINAL\\_.pdf](https://council-for-learning-disabilities.org/wp-content/uploads/2019/12/Eligibility-for-Special-Education-under-a-Specific-Learning-Disability-Classification.FINAL_.pdf)), which we developed with 10 other organizations over 2018–2019. We mentioned at that time that we were in the process of working with some of the same partners to elaborate on the recommendations for three of the principles. The collaborative completed these in November, after which each group took drafts to its respective Executive Committee (EC). The CLD EC responded promptly, giving us permission to sign on in early December, and we were able to launch these papers with 6 other organizations on December 16, 2019. You may remember having received an email to access them on the website, seen a tweet on Twitter, or heard about the release via our Facebook page. We hope you take the time to look at the papers, share them with your colleagues, and talk with others about the content.

We know that states have guidelines you must follow, but it is important that we all give thought to the considerations in the papers, which all fall under the main title “Principles for SLD Eligibility: Practice & Policy Considerations for States and School Districts”:

- *A Comprehensive Evaluation for Special Education for a Child Suspected to Have a Specific Learning Disability*  
<https://council-for-learning-disabilities.org/wp-content/uploads/2019/12/P1-A-Comprehensive-Evaluation-for-Special-Education-for-a-Child-Suspected-to-Have-a-Specific-Learning-Disability.D3.pdf>
- *Selective Use of Data on Cognitive Assessments Within a Special Education Evaluation for a Child Suspected to Have a Specific Learning Disability*  
<https://council-for-learning-disabilities.org/wp-content/uploads/2019/12/P2-Selective-Use-of-Data-on-Cognitive-Assessments-Within-a-Special-Education-Evaluation-for-a-Child-Suspected-to-Have-a-Specific-Learning-Disability.D3.pdf>
- *Effective Use of Instructional Response Data in Evaluation for Special Education Due to a Specific Learning Disability*  
<https://council-for-learning-disabilities.org/wp-content/uploads/2019/12/P3-Effective-Use-of-Instructional-Response-Data-in-Evaluation-for-Special-Education-Due-to-a-Specific-Learning-Disability.D3.pdf>

Debi Gartland and Roberta Strosnider  
Liaison Committee Co-Chairs

## Research Committee Seeks Applicants for Outstanding Researcher Award

In an effort to promote and acknowledge research, CLD 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 2020 International Conference on Learning Disabilities in Richmond, Virginia. 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, 2020, at 5:00 pm Eastern time.

Margaret Flores  
Research Committee Chair

## Congratulations to All CLD Chapter Grant Recipients!

CLD chapter grants are to assist chapters in developing professional activities that promote professional education related to supporting the needs of students with LD. Previous CLD chapter grants have supported chapters with their conference/institute, workshop/symposium, speaker for chapter meetings, activities with other professional groups for the purpose of representing CLD, as well as a scholarship to attend a CLD conference or CLD chapter/regional conference. After each chapter's proposal was thoroughly reviewed by

the Leadership Development Committee (LDC), the allocation of chapter grant monies was finalized and each chapter president was notified early this year. The grant recipients include Colorado, Maryland, Texas, and Virginia. Congratulations to all and we look forward to reading each of your reports in *LD Forum* soon!

**Min Mize and Esther Lindstrom**  
**Leadership Development Committee Co-Chairs**

## Diversity Committee Announcements

Hello from the Diversity Committee! We want to thank all of the members who presented at and attended the CLD 2019 conference Diversity Spotlight presentations. The research and practices that were shared served to ignite great conversations and even future projects. Also, we want to thank the CLD Conference Committee for making these spotlights possible. Please be on the lookout for the call for proposals for this year's conference as we will continue to highlight presentations focusing on diversity. For 2020, we hope to

continue our work supporting students with learning disabilities from diverse backgrounds through the dissemination of research and practices. If you would like to join one of the research teams or be added to our mailing list, please feel free to email me at [brenda.barrio@unt.edu](mailto:brenda.barrio@unt.edu). Happy 2020!

**Brenda Barrio**  
**Diversity Committee Chair**

## Archive Committee Announcements

The Archive Committee recently received a collection of precious photographs from previous CLD conferences, spanning the past 20 to 30 years. Steps have been taken to preserve the pictures in the archive room at the Hammill Institute on Disabilities.

**Meijia Liu**  
**Special Committee Archivist**

## Committee & Chapter News

### Texas CLD Announcements



Greetings!

Texas Council for Learning Disabilities (TCLD) board members attended and participated in the 2019 annual CLD conference in San Antonio, Texas. We held a breakfast social for our members in order to build a stronger network amongst our membership. TCLD also hosted a social event with CLD chapter presidents to discuss ways in which we can have more impact on fostering collaboration and promoting equity for all students. We also honored TCLD member **Ms. Veronica Twining** as the Texas chapter's Teacher of the Year award recipient.

Moving forward, we are planning to hold seminars on academic interventions, evidence-based practices, and IEPs in 2020. We will send out a survey on needs assessment for our future seminar topics to increase recruitment for students, practitioners, and faculty. Please check our website for more information regarding our updates and upcoming events. We will be seeking nominations for TCLD vice president and secretary for the 2020–2021 academic year. We will also be sending out the call for nominations for the Teacher of the Year and the Floyd G. Hudson Awards. Finally, we would like to highlight our members' accomplishments on a monthly basis. Please consider submitting accolades regarding research, teaching, and community outreach on the TCLD website. TCLD welcomes any suggestions, questions, or comments that will enhance our chapter's efforts moving forward. Please contact us at [texasclchapter@gmail.com](mailto:texasclchapter@gmail.com), and follow us on social media:

**Website:** <http://texascl.d.strikingly.com/>

**LinkedIn:** <https://www.linkedin.com/pub/texas-cld-chapter/a5/b78/91b>

**Instagram:** <https://www.instagram.com/texasclchapter/>  
**Twitter:** [https://twitter.com/texas\\_cld](https://twitter.com/texas_cld)

**Educationally Yours,  
Maryam Nozari  
TCLD President**

### Virginia CLD Announcements

On Saturday, April 25, 2020, the Virginia Council for Learning Disabilities (VCLD) will host their annual symposium at Old Dominion University. The theme for this year's symposium is *Implementing High-Leverage Practices in the Classroom*. The symposium is geared toward general and special educators, as well as prospective educators who are interested in effective ways to teach students with disabilities. Teaching assistants, co-teachers, administrators, speech–language pathologists, and counselors are also invited to attend. Some topics for the 24 breakout sessions include collaboration with students and parents, assessment, social/emotional/ behavioral practices, explicit instruction, evidence-based practices, differentiation strategies, Virginia's hot legal topics, grant writing, reading and math instruction, and technology. There will also be an interactive poster session and a roundtable discussion. Educators will leave the symposium with many new ideas to add to their teaching toolbox. Visit the VCLD website at <http://vcl.d.org/> for more information. You can register for the symposium at <https://vcl.d2020symposium.eventbrite.com/>. We look forward to seeing you on April 25, 2020, for an amazing day of professional development!

**Mindy Gumpert  
VCLD President**

## 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.