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


In This Issue...
President’s Message .............................................. 1
Advocacy News .................................................. 2
Outstanding Researcher Award .............................. 2
CLD Chapter Grant Recipients ............................ 3
Diversity Committee Announcements ................... 3
Archive Committee Announcements .................... 3
Committee & Chapter News ................................. 4
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), 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**

- **Selective Use of Data on Cognitive Assessments Within a Special Education Evaluation for a Child Suspected to Have a Specific Learning Disability**

- **Effective Use of Instructional Response Data in Evaluation for Special Education Due to a Specific Learning Disability**

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. 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
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.