



A Publication of the Council for Learning Disabilities

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President's Message



Dear CLD Members,

It was rewarding and fun to see so many of you at the recent CEC 2020 Convention and Expo! Our organization's presence was apparent in the formal program, at the exposition, and in many of the informal gatherings.

Nationally, CLD has a lot going on, and our leadership at the state level is phenomenal. If you are not actively involved at both levels, I strongly encourage you to do so.

In this President's Message, I would like to first provide three updates about CLD's activities at the national level. First, I am pleased to share the results of our most recent election. Brenda Barrio, associate professor of special education at the University of North Texas, was elected as our next vice president (VP). Brenda's term as VP begins July 1, 2020, but she has been an active member of CLD since 2010, serving as chair of the Diversity Committee since 2017, including recently leading efforts to write a diversity statement for the organization (the board of trustees will vote on adoption of this statement in late April).

Other updates at the national level include a reminder to register for CLD's 42nd International Conference on Learning Disabilities to be held in Richmond, Virginia, October 15-16, 2020. The conference is already shaping up to be a great success. According to Joe Morgan, program chair, close to 200 proposals have been submitted from people who would like to present at the conference. Related to the conference, don't forget to nominate a new scholar in the field of LD for his or her outstanding research (<https://council-for-learning-disabilities.org/council-learning-disabilities-outstanding-researcher-award>). Applications are due May 1, 2020. The award will be presented at the conference. Recognition for recipients of our Teacher of the Year Award and the Floyd G. Hudson Service

Award will also occur at the annual conference. Nominations for both of these awards must be made by May 15, 2020 (<https://council-for-learning-disabilities.org/council-learning-disabilities-awards>). Thank you to Margaret Flores and the Research Committee and to Min Mize, co-chair of the Leadership Development Committee, for leading these efforts to recognize leaders in the field of LD.

As you can tell, our work at the national level continues steadfastly, but let us not forget the work of our state and local chapters. In the September issue of *LD Forum*, I posed a series of questions related to growing CLD's membership through a focus on diversity, including "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?" This year has taught me that we grow professional development; collegial relationships; and collaborative, evidence-based research through the work of many, many members engaged in CLD service at the state level. These CLD members lead

(continued on page 2)

<i>In This Issue . . .</i>	
President's Message	1
COVID-19 Announcement	2
5 Ways To	3
CLD 2020 Award Nominations	8
42nd Annual Conference Announcements	9
Virginia CLD Announcement	10

(President's Message, continued from page 1)

through example and work tirelessly to provide professional development opportunities and support for members of their respective chapters.

For example, Texas CLD (TCLD), led by Maryam Nozari, is one of these bright spots. Some of the work in which TCLD has engaged this year includes providing a CLD state-level leadership breakfast at our national conference last October, hosting a Wrightslaw conference in Houston in early February, and presenting the first of many planned webinars on meeting the needs of students with learning disabilities (free for Texas members and open to all). Thanks to TCLD for modeling what it means to engage in active and inclusive membership.

Another very active and inclusive state chapter is the Virginia CLD (VCLD). Evidence of their commitment to community building and inclusivity may be found in the titles of their past two symposia: Supporting Culturally Diverse Learners (2018) and Inclusive Practices for All (2019). Unfortunately, due to travel restrictions currently imposed by many schools and universities, VCLD's state board has

voted to cancel their 2020 spring symposium. I would like to acknowledge the commitment of current state chapter president, Mindy Gumpert, and VCLD conference chair, Lisa Morin, in planning this conference, and I appreciate the hard decision they had to make to cancel it. Please stay tuned for updates on their 2021 symposium.

Other state CLD chapters providing high-quality professional development opportunities include Colorado (president, Kelly Murillo), Maryland (president, Debi Gartland), Minnesota (president, Miriam White), and Nevada (president, Joe Morgan). If you have not joined a state chapter, I encourage you to do so. I have found it very rewarding to be a member of my state chapter (TCLD). The dues for chapter membership are minimal, and you can join when you renew your CLD membership at <https://council-for-learning-disabilities.org/renew-membership>.

In closing, I would like to acknowledge the gift made by the Hammill Institute to support our Leadership Institute, and thanks to all of you for choosing to be members of CLD.

Lindy Crawford
CLD President

Education of Students with Disabilities Amidst COVID-19 Pandemic

Recently, CLD president Lindy Crawford, on behalf of the CLD Executive Committee, shared two links (provided by the CLD Liaison Committee) regarding the COVID-19 outbreak and the education of students with disabilities.

- U.S. Department of Education Office of Special Education Programs (OSEP) Q&A document on what happens to students eligible for special education and related services during the shutdown of schools related to the COVID-19 pandemic:
https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
- U.S. Department of Education supplemental fact sheet on serving children with disabilities and the provision of FAPE:
<https://council-for-learning-disabilities.org/wp-content/uploads/2020/03/U.-S.-Department-of-Ed.-Fact-Sheet.pdf>

- Joint webinar on OSEP guidance provided by the National Association of State Directors of Special Education, CEC's Council of Administrators for Special Education, and Council of Chief State School Officers:
https://zoom.us/rec/play/usIvJbrpm03TNGXsQSDAaB4W469L_6s03VK-PIEyhuyUXMLMFekZ7NDNOZ0KplYrwl9W5AsPdOeqZSC?startTime=1584110179000

CLD will continue to provide additional guidance and updates as they become available. In the interim, be well and be a good neighbor as you continue to do your part to protect your health and the health of those around you.

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 Ways To ...

5 Ways to Use Technology to Support Students with Learning Disabilities in the Writing Process

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Writing—the ability to put thoughts or ideas cohesively into a permanent or digital product—has become increasingly important for academic, social, and vocational success (Costa, Edwards, & Hooper, 2016). Writing well at school has always been important, but due to the increased rigor in recent academic content standards, the use of writing in content area classes and for standardized assessments has increased in importance (Applebee & Langer, 2011). For example, the Common Core State Standards adopted in many states require students to write across content areas to not only inform, persuade, and describe but also to use writing as a tool to think and analyze (Graham & Harris, 2013). Unfortunately, many students continue to struggle to write, and this struggle is more prevalent for students with learning disabilities (LD; Graham, Collins, & Rigby-Wills, 2017).

Indeed, the writing of students with LD is often shorter, is less coherent, and contains more grammatical, structural, and spelling errors than that of students with typical profiles (Graham et al., 2017). Results of research have demonstrated that students with LD often have difficulty with handwriting, short-term memory, working memory, and self-regulation skills that are needed to write effectively (Alevriadou & Giaouri, 2015; Graham et al., 2017; Swanson, Zheng, & Jerman, 2009). Because of these challenges, students with LD often have low motivation to write (Harris & Graham, 2013). Students with LD tend to focus on the mechanics of writing (e.g., legible handwriting, proper spelling, and punctuation), which limits the availability of cognitive resources to focus on other skills required for quality composition (Graham & Harris, 2013). The emphasis on the mechanics of writing may also be related to the fact that the processes of planning, drafting, and revising place greater demands on the executive functioning skills of students with LD (Graham & Harris, 2013).

Despite the challenges that students with LD experience while writing, the ubiquity of technology (Israel, Wherfel,

Pearson, Shehab, & Tapia, 2015) has great promise to aid these students in the writing process. According to the Assistive Technology Act (2004), an *assistive technology* (AT) device is defined as “any piece of equipment, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.” AT includes instructional technology when used to support access to the curriculum for students with disabilities (Edyburn, 2013). Therefore, in this paper, AT refers to technology used by a student or by an instructor to assist the student in a function that may be impeded by an LD.

Because most classrooms are driven by standards-based instruction, teachers also need to be skilled in helping students meet writing standards. As addressed in High-Leverage Practice 19, teachers should be proficient in using relevant technology to adapt tasks and materials (McLeskey et al., 2017). Therefore, teachers should blend AT with writing instruction in a way that best meets the needs of the students within the context of the classroom. The types of digital tools used depend on the needs of the students and the expectations for the writing instruction.

After a comprehensive review of studies of writing interventions using AT for K–12 students with LD from the past 29 years (Evmenova et al., 2018; Whitehurst et al., 2019), the authors found five research-based AT (with varying amounts of evidence) to support student success in writing. This article will discuss these technologies and how they can be used to have a positive impact on the writing outcomes of students with LD. In particular, we discuss word processors with spell checking and word prediction programs, speech-to-text programs, digital pens, computer-based graphic organizers, and video self-modeling. Examples of specific AT tools to support writing are described in Table 1.

(continued on page 4)

Table 1. Digital Tools to Support Students with LD in Writing

Tool	Support	Examples	Web Resources
Word processors, spell checkers, and word prediction programs	Aids with production, spelling, working-memory support	<ul style="list-style-type: none"> • WordQ • Microsoft Word • Google Docs 	https://www.quillsoft.ca/wordqchrome https://products.office.com/en-us/free-office-online-for-the-web https://www.google.com/docs/about/
Speech-to-text programs	Aids with handwriting difficulty, working memory deficits	<ul style="list-style-type: none"> • Dragon Naturally Speaking^a • Microsoft Word Dictation 	https://support.microsoft.com/en-us/help/4042244/windows-10-use-dictation
Digital pens	Aids with notetaking, processing auditory content	<ul style="list-style-type: none"> • LiveScribe Pen^a • Neo SmartPen^a 	https://www.livescribe.com/en-us/smартpen/ https://www.neosmartpen.com/en/
Graphic organizers	Aids with memory, sequencing, organization	<ul style="list-style-type: none"> • Popplet • Diagramming Apps (formerly Kidspiration/Inspiration) 	Popplet: https://apps.apple.com/us/app/popplet/id374151636 (\$4.99 app version) Diagramming Apps: https://apps.apple.com/us/app/inspiration-maps-vpp/id1492306284 (\$9.99 app version)
Video modeling	Aids with recall of writing strategies, working memory, writing motivation	Typically, these are created using a video recording platform (e.g., YouTube)	https://support.google.com/photos/answer/6128862?co=GENIE.Platform%3Dandroid&hl=en&oco=0 https://support.apple.com/guide/iphone/take-videos-iph61f49e4bb/ios

^aFree versions were not available at the time of this publication.

1 Word Processors and Spell Checkers

Word processors with spell checkers, word prediction programs, and speech synthesis (i.e. text-to-speech) have evidence of improving the transcription and spelling of students with LD (MacArthur, 1998; Morphy & Graham, 2012; Silió & Barbeta, 2010). Speech synthesis and word prediction programs allow students to type into a keyboard, see their work on the screen along with spelling suggestions, and hear their writing read aloud by the computer. Studies have indicated that interventions are often more effective when they include the use of word processors that are paired with word prediction programs and speech synthesis programs (Cullen, Richards, & Frank, 2008; Evmenova, Graff, Jerome, & Behrmann, 2010; Silió & Barbeta, 2010). Training that involves teaching students how to use word processing and word prediction as well as assures keyboarding skills has been a part of effective intervention studies (Evmenova et al., 2010; Silió & Barbeta, 2010). Students with LD often struggle with spelling and transcription, and AT can be used to aid in these processes at almost any age. If a student struggles with handwriting and/or spelling to the degree that they are not able to put their ideas on paper, the use of a word processor with word prediction may be helpful.

The common availability of digital devices such as laptops, tablets, and cell phones helps facilitate the use of technologies that aid in spelling and transcription. With proper training, these tools ease the writing process for students who struggle with transcription and spelling. For example, when students edit writing assignments on platforms enabled with word prediction or spell check, they are able to select the intended word from a list that is provided. Students may benefit from word prediction programs during the drafting stage as they gather ideas without the worry of having correct spelling. Specific examples of word processing and word prediction programs are included in Table 1.

2 Speech-to-Text Programs

Speech-to-text programs have been shown to improve the writing of students with LD in high school and college (MacArthur & Cavalier, 2004; Nelson & Reynolds, 2015). These programs allow students to speak into a microphone rather than type or write, and the software then translates their voice into text which can be edited using regular word processing programs. When using Dragon Naturally Speaking, a commercially available speech-to-text program,

(continued on page 5)

a high school student's writing was translated with over 90% accuracy (McArthur & Cavalier, 2004). Also, the content of the student's writing improved as compared to writing completed without using the software. In another study, three out of five high school students improved the content of their writing with the use of speech-to-text and were able to complete their writing more quickly than when using a keyboard (Nelson & Reynolds, 2015). Authors of this study determined that successful use of speech-to-text was dependent upon the students' ability to speak clearly and forcibly, to use standard English, and to be able to keep speaking in spite of errors so as to not interrupt the flow of the speech.

Although speech-to-text programs are common, often free and embedded into word processing software, the authors have not been able to find research validating the use of these free programs for individuals with LD. In addition, although research has shown that elementary students sometimes improve their writing when using dictation (i.e., speaking to a scribe who writes or types their words), speech-to-text programs have not been researched with younger students with LD (Gillespie & Graham, 2014). Therefore, teachers of young students who struggle to write will need to use caution when considering the use of speech-to-text programs for this population. Carefully considering the reasons that the student struggles with writing and the types of software available would be important in these cases. Should a teacher decide to try to use a speech-to-text program with a student with LD, adequate time for thorough training in the use of the program should be considered. Many speech-to-text programs require the consumer to enunciate clearly; therefore, teachers should select these programs with caution to support their writing programs. Providing the option of dictating class notes or original writing content is one way in which speech-to-text programs can be implemented in the classroom. Several examples of speech-to-text tools are included in Table 1.

3 Digital Pens

Digital pens look like traditional ballpoint pens, except that the words written by such pens can be turned into digital files for easy review. Some digital pens have additional features such as the ability to translate written text into typed text, while others can pair a time-stamped audio recording with the written transcription. These digital pens are more commonly known as *smart pens* (Patti & Vince Garland, 2015). Audio can either be stored on the smart pen (pending storage limits) or exported to a computer using the appropriate adapter, allowing the student to review content at a later time.

Digital pens are an option to reduce the cognitive load for students with LD when taking notes. Students with LD often have difficulty with working memory, which can complicate note-taking, as having to translate auditory information to text can be a challenging task (Alevriadou & Giaouri, 2015). In a survey of 37 eighth-grade students with high-incidence disabilities, Boyle, Forchelli, & Cariss (2013) found that students named writing quickly enough and making sense of notes among the most difficult of note-taking activities.

By pairing audio recordings with written notes, digital note-taking is a promising practice for students with LD (Horney et al., 2009). Belson, Hartmann, and Sherman (2013) conducted a study that documented the use of digital pens when combined with training in a specific form of note-taking. Results of this study indicated that students recorded more relevant content and appropriately summarized material when using the digital pen (Belson et al., 2013). When students with LD are able to give recorded lecture material a second listen, they have the opportunity to fill in missed notes or to insert concepts that were missed entirely.

4 Computer-Based Graphic Organizers (CBGOs)

CBGOs have been shown to help students with LD increase both the quality and quantity of their writing (Evmenova et al., 2015). These graphic organizers provide constant visual representation of ideas and their relevant organization, allowing students to frequently check back to their plan as they draft and subsequently revise and edit their product (Dexter & Hughes, 2011). They also chunk information into more readily comprehensible inputs thereby reducing the cognitive load (Dexter & Hughes, 2011).

Several studies have investigated the effects of CBGOs in writing instruction for students with LD (e.g., Englert, Zhao, Dunsmore, Collings, & Wolbers, 2007; Evmenova et al., 2015; Gonzalez-Leco, Barbeta, & Unzueta, 2015). With direct and explicit instruction on how to implement the technology, these organizers have been shown to improve the writing of students with LD (e.g., Englert et al., 2007; Evmenova et al., 2015; Gonzalez-Leco et al., 2015). CBGOs (e.g., Diagramming Apps, Mindomo, Popplet, iBrainstorm, Skitch, Lucidcharts) come in many forms with varying degrees of customization of layout (e.g., flexible concept maps vs. more structured formats), content (e.g., pictures, words, and icons), and font style and size. CBGOs can be integrated into the writing program, often with minimal training, during the planning stage. Many CBGO programs are available for purchase but may also include a free version of the same product for educators. Several examples of technology-based graphic organizers are listed in Table 1.

(continued on page 6)

5

Video Self-Modeling

Although not widely applied to students with learning disabilities, initial research using video self-monitoring (VSM) in conjunction with writing strategy instruction has shown promising results in improving the overall writing performance and motivation for students with LD (Miller & Little, 2018). VSM supports students who struggle with remembering the steps of a writing strategy by providing a video of a student modeling the appropriate behavior or tasks that are being learned. A student is taught to implement a task or procedure, and videos are taken of the student implementing the procedure correctly. These videos are used later to remind the student how to implement the task or behavior while it is being practiced. This procedure can be used in the practice stage of an intervention, while the task is being learned, or during the maintenance stage to prevent deterioration of the learned behavior or task (Miller & Little, 2018). The videos can also be used as *boosters* when a student has forgotten how to implement a task. For example, if a student struggles to memorize the steps of a writing strategy, video modeling could aid the student in this process.

VSM in school settings has a broad research base, with more than 200 artifacts examining VSM as an intervention method between the early 1970s to 2001 (Hitchcock, Dorrick, & Prater, 2003). These early studies addressed a variety of academic, speech, and social behaviors. Research has also supported VSM as an evidence-based practice for students with autism (Bellini & Akullian, 2007).

One study has indicated that VSM can improve writing skills and writing motivation for students with LD when used in conjunction with proven writing strategies (Miller & Little, 2018). When three students with LD were taught an opinion writing strategy using VSM, the overall quality of their writing improved. The authors noted that one study participant who typically avoided writing tasks was motivated by the VSM and watched the videos following school absence as a way of retraining the missed materials. VSM should be used in conjunction with research-based instruction in order to boost memory and motivation. For example, a teacher could create a video model that demonstrates how to revise an original draft. Students can view these videos as a way of retraining their learning as they complete the revision process. Table 1 includes more examples of how VSM can be used to support students with LD.

Conclusion

There are several promising ATs that can support students with LD across many domains of writing. It is important to

realize, however, that these technologies alone will not improve outcomes for students; teachers and students must be adequately trained to use these technologies. Without proper training, students may become frustrated with the tool and risk technology abandonment. There are several considerations when selecting the most appropriate AT for students with LD, including matching the tool to each user's strengths and needs, the cost and ongoing maintenance of the tool, and the learning curve that both user and teacher may experience. For additional ways to implement assistive and instructional technology in inclusive classrooms, see Chong and Love (2019).

The research on AT to support students in the areas of spelling and transcription, note-taking, organization of writing, and the acquisition of writing strategies is promising but will require additional empirical research to establish an evidence base. As with any decision teachers make to guide their instruction, individual student strengths and needs should be the primary consideration before the implementation of these tools. When teachers understand the types of AT available and how each can be used to facilitate writing, they are empowered to make instructional decisions to benefit all of their students.

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CLD 2020 Award Nominations

Floyd G. Hudson Service Award

The Floyd G. Hudson Service Award is presented by the Council for Learning Disabilities for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. This CLD member, working in a leadership capacity, enhances the professional learning of others in the field and impacts the lives of persons with learning disabilities.

Eligibility for consideration of the Floyd G. Hudson Service Award includes educational professionals who:

- provide professional development, consulting services, or serve in a leadership role working with teachers, other professionals, parents, and students, and
- have provided exemplary services to the LD field for a minimum of five years.

This award is named in memory of Dr. Floyd G. Hudson, a professor at the University of Kansas, who was a leader in the early years of CLD. Dr. Hudson was instrumental in formulating early policy to drive federal and state initiatives in the area of learning disabilities. Don Deshler has said of Dr. Hudson,

“As I visit many schools across Kansas, Missouri, and Nebraska, I can really see Floyd’s lasting influence. He was a kind, generous, innovative, and collaborative professional. He worked closely with many school districts solving problems, preparing teachers, and implementing more effective programs. Even today, many people here in the Midwest and around the country tell me about their positive experiences working with Floyd, many of which took place more than 20 years ago.”

Local chapters and members of the Board of Trustees may nominate candidates, one of whom is selected and then recognized at the annual international conference. In states without active chapters, nominations can be made by CLD members. The award recipient also receives a complimentary registration and membership renewal. During the award program, the recipient is presented with a certificate of recognition and an honorarium. The recipient will also be profiled in *LD Forum* and on the CLD website. It is expected that the award recipient will give a poster presentation on a topic of his or her choosing (e.g., effective teaching practices)

during the CLD annual conference. Nomination forms are due **Friday, May 15, 2020.**

For additional information, please contact Min Mize, Leadership Development Committee co-chair, at minkimedu@gmail.com.

Outstanding Educator/Teacher of the Year Award

Each year, the Council for Learning Disabilities recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. These teachers, selected by local chapters, provide direct services to students. In states without active chapters, nominations can be made by CLD members. Outstanding teachers are dedicated to implementing evidence-based instructional practices and collaborating with classroom teachers and other service providers to greatly improve the quality of education for all struggling learners.

Candidates for nomination must:

- be active, dues-paying members of CLD, including state chapter membership if state chapter is active,
- provide direct services to students with learning disabilities,
- implement evidence-based instructional practices that result in significant gains in achievement for children, adolescents, or adults who struggle academically, and
- advocate for persons with learning disabilities.

Recipients are guests at the annual international conference. They receive a complimentary registration and a one-year membership renewal. During the conference award program, they receive a certificate of recognition and an honorarium. These members are also profiled in *LD Forum* and on the national website.

Please see the Call for Nominations on the CLD website (www.cldinternational.org) for additional information. The submission deadline is **Friday, May 15, 2020.**

Information entered into the online nomination form should only be entered by active CLD chapter presidents or current CLD members in states without an active chapter.

For additional information, please contact Min Mize, Leadership Development Committee co-chair, at minkimedu@gmail.com.

(continued on page 9)

(Award Nominations, continued from page 8)

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 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 **Friday, May 1, 2020**, at 5:00pm Eastern time.

42nd Annual International Conference on Learning Disabilities



Mark your calendar for an amazing learning experience and networking opportunity! Join us at the charming Richmond Marriott Hotel, located right in the heart of downtown Richmond. Hotel registration and conference registration information is available at <https://book.passkey.com/event/50031959/owner/12987/home>.

Dates

Richmond, Virginia
October 15–16, 2020

2020 Program Chair

Dr. Joseph Morgan, CLD vice president, serves as the program chair for the 42nd annual conference. Dr. Morgan is planning an exciting and informative program.

Local Arrangements Committee

Drs. Lisa Morin and Jugnu Agrawal are leading the Local Arrangements Committee for the 2020 conference. They are diligently working on coordinating volunteers, compiling a list of activities in Richmond of interest to attendees,

and identifying local support—all to ensure attendees have a great experience at the 2020 conference!

Connect to CLD with Social Media

Follow us on [Facebook](#) and [Twitter](#) for updates about the conference and exceptional places to visit while in Richmond.

2020 Sponsorships

Are you interested in sponsoring the 2020 CLD conference? Sponsorship is essential to the success of the CLD conference. The various levels of sponsorship opportunities for the 2020 CLD conference may be indicated on the form available through the CLD website at <https://council-for-learning-disabilities.org/2020-annual-conference>.

Virginia Council for Learning Disabilities Symposium Canceled

Due to the increasing health concerns and escalating developments that have occurred over the last several days regarding the COVID-19 outbreak, including the state of emergency declared in Virginia on Friday, March 13, 2020, the Virginia Council for Learning Disabilities (VCLD) board of directors has canceled the 2020 symposium originally scheduled for Saturday, April 25, 2020. As difficult as this decision is, the health and safety of our attendees, exhibitors, presenters, volunteers, and staff remain our top priority. But do not worry,

the VCLD symposium will be back next year—bigger, better, and more inspiring than ever! We want to thank VCLD members, registered attendees, session presenters, featured speakers, and volunteers for your continued support of VCLD.

Mindy Gumpert, President
Lisa Morin, President-Elect, Symposium Chair

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.