



A Publication of the Council for Learning Disabilities December 2021

President's Message



Happy fall, members of CLD! I hope this message finds you all doing well and enjoying the fall season, as well as the second half of your academic semesters. I am wishing you all productive scholarship, effective teaching, and continued advocacy and leadership contributions to the field as you close out your terms and prepare for rest and relaxation during your breaks.

It was fantastic to see many of you in fabulous Las Vegas, Nevada, during the 43rd International Conference on Learning Disabilities held October 14–15, 2021. We had two great days of learning, which opened with a keynote presentation by Dr. Diane Bryant, recipient of the J. Lee Wiederholt Distinguished Lecturer Award, who shared her reflections on teaching mathematics to students with learning disabilities. Panel, poster, and roundtable sessions focused on a variety of critical aspects related to the education of diverse students with learning disabilities, with topics including a focus on literacy instruction, social-emotional learning supports, transition planning and self-determination, and policy and advocacy in both local and national contexts.

We were pleased to present two Outstanding Teacher of the Year Awards to Lenette Hillian-Sanders (Virginia) and Kathleen Oviatt (Colorado), as well as the Floyd G. Hudson Award to Dr. Debi Gartland (Towson University). Additionally, we recognized Dr. Kathy Ewoldt (University of Texas–San Antonio) with the Outstanding Researcher Award and two Must Read Award Winners, Dr. Robbie Marsh (Mercer University) and colleagues for *Intervention in School and Clinic*, and Dr. Kaitlyn Bundock (Utah State University) and colleagues for *Learning Disability Quarterly*. Each of these awardees were then able to present their work in a panel session to provide an overview of their scholarship to conference attendees.

We were also pleased to welcome attendees to the Leadership Institute, a pre-conference day for doctoral students and junior faculty to learn about CLD and how to become

leaders within our organization, as well as Cohort 9 (who had a disrupted experience due to COVID in 2020) and Cohort 10 of our Leadership Academy, focused on connecting these burgeoning scholars with service and leadership opportunities within our organization. Finally, we had opportunities throughout the conference to reconnect, socialize, and discuss ideas for best supporting the needs of diverse learners with learning disabilities across the country.

I don't know about you, but I found it refreshing and exhilarating to once again be with colleagues and friends discussing critical issues concerning the outcomes for individuals with learning disabilities. It was so impactful to be able to sit, listen to each other's research and leadership, and conceptualize new ways of engaging in our work to provide the highest quality outcomes for the diverse students and families that we serve. I am more convinced than ever that, due to the commitment and innovation of the professionals that make up our organization, we will find new ways to ensure that the populations we serve are prepared to enter the future. And I believe we do that by honoring our history and the scholars who did the work before us, listening to the voices

(continued on page 2)

In This Issue ...
President's Message 1
Research Committee
Announces Award Recipients. 2
Leadership Development Committee
Announces Award Recipients. 3
Nominations and Elections Committee
Announcements 4
Membership Committee Announcements 6
Finance Committee Announcements 6
CLD 2022 Save The Date 7
Chapter News. 8

(President's Message, continued from page 1)

of our members and the communities they serve, and ensuring that we are planning for a future that is committed to justice and equity for all individuals in the field of learning disabilities. Throughout the next year, the EC and BOT will continue to engage the voices of our members to sustain the energy created at our annual conference and focus on strategic planning efforts to continue to evolve our organization to remain leaders at the forefront of advocacy for the diverse populations of students and families we serve.

One way you can engage in this process is by providing us feedback on the assets of our organization as well as areas you think we might be able to further develop via this [survey link](#). The BOT will use these responses to guide our planning and preparation for years to come. Another way is to get involved with one of our committees to help guide the work of our organization; you can see a listing of [committees and their chairs on the CLD website](#). Finally, I am inviting members to participate in an ad hoc committee focused on anti-racism and equity work in CLD; the voices of members over the past number of years have been clear on a commitment to ensuring that our organization is focused on diversity and equity via the students we serve, the types of scholarship we discuss at our conference, and the perspectives of stakeholders in all settings. This ad hoc committee will focus on identifying policies and practices that could be adopted within CLD to ensure that we are engaging in equitable practice and will make recommendations for consideration to the EC and BOT. If you are interested in serving on this committee, please [email me](#) directly. I anticipate

the work of this committee will begin at the beginning of the spring semester.

In closing, I would like to thank our team members who made our conference happen: Dr. Brenda Barrio, president-elect and program chair; Drs. Maria Peterson-Ahmad and Vicki Luther, our Conference Planning Committee (CPC) co-chairs; Dr. Monica Brown, our Local Arrangements Committee (LAC) chair; all of the members of the CPC and the LAC as well as the volunteers who made sure the conference ran seamlessly; the EC and BOT for conducting the business of our organization; and you for your continued support of our organization—because without our members, we would not be able to do any of this. And finally, thank you to Linda Nease, our executive director, who supported us all in registration, membership, ensuring all materials arrived where needed, and being there once again to oversee the conference process. We could not do it without you!

The 44th International Conference on Learning Disabilities will be held in Richmond, Virginia, on October 20–21, 2022. The call for proposals will be released in December. We hope you will consider submitting a proposal. Please [contact Dr. Margaret Flores](#) (vice president) if you have questions.

Again, best wishes for a strong close of the fall term. I am honored and humbled to serve as the president of this organization, and I know that together we can achieve great things for the students that we serve.

Onward,
Joseph John Morgan
2021–2022 CLD President

Research Committee Announces Award Recipients

The Research Committee reviews submissions for 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 that is relevant to the field of learning disabilities. The research committee engages in a double-blind review process to select a winner. For 2021, the committee is pleased to announce that **Dr. Kathy Ewoldt** is the winner. Her paper is titled “Reverse Engineering an Expository Paragraph for Students with Learning Disabilities.”

In addition, based on editors' nominations, the committee reviews published articles from *Intervention in School*

and *Clinic* and *Learning Disability Quarterly* to be recognized as **Must Read Articles**. The Must Read Article for *Intervention in School and Clinic* is “Mental Health in Schools: An Overview of Multitiered Systems of Support,” with **Dr. Robbie Marsh** as lead author. The Must Read Article for *Learning Disability Quarterly* is “Teaching Rate of Change and Problem Solving to High School Students with High Incidence Disabilities at Tier 3,” written by **Dr. Kaitlin Bundock and colleagues**.

If you missed their presentations in October at the CLD conference, we encourage you to read their excellent work published in CLD's flagship journals.

Leadership Development Committee Announces Award Recipients

Teachers of the Year

One of the highlights of the CLD International Conference in Las Vegas was celebrating the careers of the two Teacher of the Year Award recipients. Each of these teachers continues to demonstrate a commitment to students with learning disabilities as well as lifelong learning.



Kathleen (Kathy) Oviatt is a Colorado native and active member of the Colorado CLD state chapter. She was a special education teacher and learning specialist in Adams 12 School District in Colorado for almost 30 years when she retired in the spring of 2021. She graduated from the University of Northern Colorado with a BA in English and an MA in special education. Kathy also earned a Math Interventionist Certificate through Adams State University and the Colorado Council of Learning Disabilities. She participated in both the Denver Writing Project and the Colorado Writing Project and presents on promoting mathematical understanding through writing. She is on the planning committees for regional conferences, Math on the Planes, and Courage to Risk.



Lenette Hillian-Sanders was born and raised in Norfolk, Virginia, and is also an active member of the Virginia CLD state chapter. She earned a BA in family and child development in 1995 from Virginia Tech. In 1998, she earned an MS in family and child development. She earned an endorsement in specific learning disabilities and emotional disturbance from Norfolk State University and national certification in technology in 2003. In 2017, she earned her educational specialist degree in educational leadership (educational technology and online learning) from Regent University in Virginia Beach, Virginia. She is currently a doctoral student in educational technology and online learning at

Regent University. Mrs. Hillian-Sanders taught in Virginia for twenty years.

Floyd G. Hudson Service Award



Another highlight of this year's conference was celebrating the recipient of the Floyd G. Hudson Service Award. This award is presented to an individual who exemplifies leadership and service outside of the classroom in the field of learning disabilities and commemorates Dr. Floyd G. Hudson, a professor at the University of Kansas, who was a leader in the early years of CLD. This year's recipient is **Dr. Debi Gartland**, a professor of special education at Towson University in Maryland. She teaches undergraduates in their professional year in the Elementary Education/Special Education dual-certification program she co-created at the request of the Maryland State Department of Education.

Her advocacy work started when she was a K–Grade 8 special education teacher and then vice principal in Massachusetts and continued through her doctoral program at The Pennsylvania State University. Debi's efforts later expanded to the national level, serving on the Learning Disabilities Roundtable convened by the U.S. Department of Education, which led to recommendations regarding learning disabilities for the reauthorization of IDEA 2004. Currently, Debi serves on the National Joint Committee on Learning Disabilities and the Consortium for Citizens with Disabilities' Education Task Force, both of which inform stakeholders, as well as members of the U.S. Congress, and influence legislation, including policies regarding learning disabilities. Debi was recently reappointed by Governor Hogan to a second term to serve the state of Maryland as a member of the Professional Standards and Teacher Education Board.

Congratulations to all of this year's award winners!

Nomination and Elections Committee Announcements

CLD's Nomination and Elections Committee is pleased to announce the slate of candidates for the offices of treasurer and vice president. Ballots will be sent out to the membership in January 2022, and elected officers will begin their term on July 1, 2022.

Candidates for Vice President



Sara Flanagan

University of Maine

Dr. Sara Flanagan is an assistant professor of special education at the University of Maine with a research and teaching focus on reading and writing interventions for students with high incidence disabilities and teacher preparation. Sara also teaches courses in Universal Design for Learning and assistive technology, professional writing, and critical issues in special education. For her connecting research to practice specific to teacher professional development and preparation, Sara was named to the Maine Education Professional Standards Board by the governor of Maine; within that, she worked on updating the teacher licensure rules for the state of Maine in partnership with the Maine Department of Education, educators, and other school professionals. She is currently collaborat-

ing with their Office of Special Projects to explore teachers' knowledge of students with learning disabilities, specifically in the areas of reading instruction and assessment, with the goal of developing a tool to provide information to teachers on identification, assessment, and intervention. She also works extensively with teachers on writing interventions for their students with learning disabilities and other high incidence disabilities.

Sara has been involved in CLD since approximately 2013; she is currently the social media editor for the CLD Twitter and Facebook pages. She has also served on the technology and research committees, she reviews conference proposals, and she is a reviewer for *Intervention in School and Clinic*. Sara's favorite aspect of CLD is the amazing collaboration and mentorship opportunities available for supporting students, current and future teachers, and other professionals in special education.



Mindy Gumpert

*Old Dominion University
Virginia Wesleyan University*

My name is Dr. Mindy Gumpert and I am an adjunct assistant professor at Old Dominion University and Virginia Wesleyan University. I attended the CLD Leadership Academy from 2016–2018. The leadership skills I acquired as a member of the academy have been invaluable to me as the president of the Virginia Council for Learning Disabilities (VCLD).

In 2019, as president-elect, I and the VCLD board organized one of the most successful symposiums in VCLD history. The symposium was attended by more than 350 educators. During the pandemic, VCLD pivoted and, in lieu of an in-person symposium, offered five free webinars attended by over 750 educators. The webinars were a collaboration

between VCLD and the Virginia Council for Exceptional Children. In 2021, VCLD won an award for its innovative webinars during the pandemic from the disABILITY Law Center of Virginia. Also, as president of the VCLD, I am a co-founder of the Joint Coalition for Learning Disabilities and Literacy (JCLDL), a collaboration involving seven Virginia organizations associated with support for literacy and learning disabilities. The mission of JCLDL is to provide free professional development for educators.

I believe that my leadership experience embodies the CLD mission of (a) promoting and disseminating evidence-based research and practices, (b) collaboration among professionals, (c) development of leaders in the field, and (d) advocacy for policies that support individuals with learning disabilities. It would be my honor to become the next vice president of CLD.

(continued on page 5)



Sarah (McCarthy) Vach

East Carolina University

Dr. Sarah J. Vach is an assistant professor at East Carolina University in North Carolina. Dr. Vach has been a member of CLD since 2015, spending the last several years as the current Technology Committee co-chair. Her experience as both an educator and a researcher has been embedded in learning disabilities paired with student motivation, math instruction, and teacher preparation. Dr. Vach’s undergraduate and graduate

students have successfully become leaders and advocates in the field of special education, recognizing all abilities and individual diversity. Her focus for the future of CLD is to mirror her work in the classroom by directly supporting the increase of leaders in the field of special education and learning disabilities. Dr. Vach strongly believes in the organization’s Diversity Statement of “celebrating and enriching the field of special education through its diversity.” Her goals as vice president would be to continue this respect of individual diversity through expanding CLD’s membership, enhancing community support, recognizing teacher outcomes, and further advancing CLD’s presence in research for all individuals with learning disabilities.

Candidates for Treasurer



Yan Wei

Southern Connecticut State University

Dr. Yan Wei is an associate professor of special education at Southern Connecticut State University. Her research interests focus on adolescent literacy instruction for students with LD, including motivation instruction, transition planning, culturally and linguistically diverse learners, and remedial reading programs in Tier 3 classrooms.

She has been a member of CLD since 2015 and an affiliate member of the Diversity Committee since 2018. Dur-

ing her doctoral program, she served as treasurer of the CEC UConn Chapter. She also serves the Connecticut CEC branch, facilitating annual CEC conferences in Connecticut. In 2019, she attended the CLD Leadership Institute to get more involved in the organization. Her interest in serving as treasurer is the result of years of appreciating CLD conferences to learn from and work with other talented colleagues in the field. In return, she would love to put effort and time into supporting other colleagues at CLD and devote herself to serving the learning disabilities community. Thank you in advance for your consideration.



Beverly Weiser

Dr. Beverly Weiser is a past research associate professor at Southern Methodist University (SMU) in Dallas, Texas, where she worked in the Institute for Evidence-Based Education and taught a variety of master’s level education students.

While at SMU, Beverly was the principal investigator on a grant funded by the Office of Special Education to mentor K–8 special education and resource room teachers through student data-focused coaching to ultimately increase teacher knowledge and student outcomes in reading, writing, and spelling. Beverly started Beverly Weiser Educational Consulting, LLC in recent years to continue her work supporting special education, inclusion, and resource room teachers with ongoing professional development to improve teachers’ knowledge of the science of effective instruction, implementation, and assessment for students with reading, writing, spelling, and math difficulties. She also works with teachers to use data to differentiate their instruction to meet their students’ varying needs and assists teachers in increasing the motivation, engagement, learning, and academic outcomes for their students experiencing learning disabilities. Through collaborating with colleagues and others in various organizations, including CLD, Beverly has been dedicated to de-

livering professional development workshops with ongoing follow-up and support, disseminating research and practitioner friendly articles, creating research-based instructional resources, and providing information on learning disabilities to educators and other school stakeholders. Her lifelong commitment to teaching began as a child, and prior to her master’s and doctoral studies, Beverly taught in a variety of K–12 schools across Texas.

Beverly has been a member of CLD for about 12 years, was in the first Leadership Academy cohort, and has served on several CLD committees. She was the 2011 recipient of CLD’s Outstanding Researcher Award for her dissertation manuscript “Ameliorating Reading Disabilities Early: Examining an Encoding and Decoding Instruction Model,” which was published in *Learning Disabilities Quarterly* (LDQ). Beverly has presented many times at the annual CLD conferences, contributed to CLD’s Research to Practice Corner, co-authored several Must Read Articles that have appeared in LDQ, and co-presented in a CLD webinar. Most recently, Beverly serves as CLD’s treasurer and Finance Committee chair, and she wishes to run again to continue in these roles as part of the Executive Committee. As part of Beverly’s responsibilities, she has monitored and kept records of all income deposited and withdrawn from CLD accounts, reported

(continued on page 6)

(Nomination and Elections Committee, continued from page 5)

the standing of all CLD financial accounts at CLD meetings, communicated frequently with CLD's financial advisor to ensure that decisions are made to keep CLD's investments growing, worked with the executive director and the president on budgets for the organization, and communicated throughout each year with the Finance Committee for their advice, feedback, and recommendations. Beverly has also

completed internal audits of all of CLD's financial transactions to verify there are no discrepancies between the book-keeping records, bank statements, and financial documents from CLD's investment accounts. Additionally, Beverly has also been a liaison between the Communications Committee and the Executive Committee. It is easy for Beverly to live by CLD's mission statement because she has strived to attain these goals ever since she became an educator.

Membership Committee Announcements

The Membership Committee has been working extensively to continue efforts towards an ongoing strategic goal of increasing CLD's overall membership, in addition to supporting retention of existing members. Both activities specific to new membership and retention of existing members are driven by examining the needs of people in the field of learning disabilities, soliciting input from the Board of Trustees, and working with the Executive Committee to determine best ways our organization may be able to respond to those needs in a meaningful manner. For example, communication with members who have joined in the past two years has increased our efforts to encourage networking and familiarity with our organization's structures. The Membership Committee has been hard at work providing information to members about existing or new products and services available through CLD.

We have also worked to coordinate the bi-annual membership campaigns to encourage members in institutions of higher education to consider attending and presenting at the annual conference with any doctoral students. Further, the

committee edited the outreach emails to new and returning members; reached out to the chairs of the Communications and Leadership committees to establish joint outreach efforts; and generated several plans to enhance our use of CLD social media to initiate personalized contacts with new members at the fall 2021 conference, to encourage active membership, and solicit participation of new members on various committees.

Currently, membership in CLD is at 409 active members, which reflects a strong increase over last year. The Membership Committee has welcomed an interim co-chair, Dr. Jackie Chovanes, and several new members, and will be continuing through the 2021–2022 academic year to build membership, develop outreach, and enhance benefits to members through the end of the academic term.

Respectfully,

Jackie Chovanes and Nanette Fritschmann
Co-Chairs

Finance Committee Announcements

The Finance Committee met in person (as well as virtually) during the CLD 2021 conference in Las Vegas, Nevada. Committee members include Beverly Weiser (treasurer), Brittany Hott (past president), Steve Chamberlain (past president), Linda Nease (executive director), Rebecca Shankland, Sharon Ray, Beth Jones, and Cameron Butler. During the conference and throughout the year, the finance committee (a) monitors the fiscal practices of the organization, (b) develops guidelines and makes recommendations for management, (c) creates procedures for use of reserve funds that are consistent with the objectives of CLD's Mission Statement, (d) reviews the annual budget prior to being submitted for approval by the Board of Trustees (BOT), (e) serves in an advisory capacity to the BOT regarding matters that would

affect the revenues and expenditures of the organization, and (f) assists with review and feedback of the biannual internal reviews completed by the treasurer.

The finance committee, along with the BOT and other committees, supports leadership development among professionals who serve individuals with learning disabilities and other challenges in learning. Additionally, the finance committee collaborates with other CLD committees on ways to build membership and further help special educators, researchers, university and college students, and parents of children experiencing learning difficulties. Any CLD member wishing to be part of this committee would be welcome; please contact Beverly Weiser at beverly@beverlyweiser.com for more information.

SAVE THE DATE

44TH INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES

October 20–21, 2022

Richmond Marriott • Richmond, Virginia



PROPOSAL SUBMISSION OPENS: DECEMBER 2, 2021

(Full Call for Proposals will be available on the CLD website on this date)

DEADLINE FOR SUBMISSION: FEBRUARY 15, 2022

CLD's 44th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. We encourage proposals that:

- address the construct of LD (including assessment for eligibility and classification);
- present primary research on LD (including intervention and assessment practices);
- describe secondary research on LD (including literature reviews and meta-analyses);
- translate research into evidence-based instructional strategies;
- examine the education of students with LD from diverse cultural and linguistic backgrounds;
- propose innovative ideas regarding intersectional variables impacting the outcomes of students with LD;
- consider the engagement of critical stakeholders in the education of students with LD (e.g., parents and families, general education teachers, paraeducators);
- pertain to policy at the local, state, and federal levels;
- address topics relevant to higher education (including teacher preparation, mentorship of pre-tenured faculty and graduate students, and research methodology); and/or
- explore positive behavior supports for individuals with LD.

Visit our website for conference updates:

<https://council-for-learning-disabilities.org/>

Chapter News

VCLD Announcements

In September, the Virginia Council for Learning Disabilities (VCLD), a member of the Joint Coalition for Learning Disabilities and Literacy (JCLDL), sponsored a webinar presented by Dr. Tiffany Hogan on *Developmental Language Disorder and Dyslexia*. The free webinar was attended by nearly 100 educators. At the next JCLDL webinar in January 2022, Dr. Linda Mason will present *The Writing Process*.

Virginia Wesleyan University will host the annual VCLD symposium on May 21, 2022. The theme for the symposium is *Educational Partnerships: Yours + Mine = Ours*. Most students with learning disabilities spend their day in the general education classroom, thus the emphasis on co-teaching and inclusion. Additionally, we have included the following strands: *Social Emotional Learning, Culturally Responsive Teaching, Technology, Content Area Instruction, Evidence-Based Practices/High-Leverage Practices*, and *Other*. A

panel of experts will address the strands: Dr. Corrin Gillis, (Old Dominion University), Dr. Clara Hauth (Marymount University), Dr. William McConnell (Virginia Wesleyan University), Dr. Paul Riccomini (The Pennsylvania State University), Lenette Hillian-Sanders (Portsmouth Public Schools), and Dr. LaRon Scott (Virginia Commonwealth University). **Proposal submissions** are due **November 30, 2021**. We welcome submissions from any CLD member.

Currently, the VCLD is working on an exciting new initiative, a co-teaching network. The mission is to develop a collaborative network of co-teachers, administrators, and higher educators with the intent of designing an online repository of resources and collegial support. We are currently conducting a **needs assessment**. Based on results, we will develop a framework for the online repository of resources that we will share and solicit feedback on during the VCLD symposium. Please consider completing this 10-minute survey using the link above. We welcome your input.

Diversity Statement

The Council for Learning Disabilities is committed to celebrating and enriching the field of special education through its diversity. As a group, we pursue the best practices, research, and policies that exemplify enhancing the lives of individuals with learning disabilities, including those from diverse cultural and linguistic backgrounds. As a diverse group of professionals in the field of special education, we believe that this work cannot be completed in a silo, but rather, it must be embedded within every part of what we do. As an organization, we are committed to welcoming, understanding, learning about, and honoring individual diversity.

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.