



A Publication of the Council for Learning Disabilities February 2022

President's Message



Greetings, CLD colleagues and friends, Happy new year! I hope this note finds you healthy and well rested after a much-needed break, and rejuvenated and excited for your work in the spring semester. I know that the global pandemic continues to cause much uncertainty for you, your students, colleagues, schools, communities, and the diverse populations of students with learning disabilities whom you serve. My hope for you this term is that you find ways to stay mindful and centered on the importance of our work in the face of this noise—developing innovative teacher education, educational policy, and scholarship pathways to ensure equity and access for the culturally, linguistically, and racially diverse students we serve in K–12 schools and university environments. And, that you find ways to take care of yourself, your family, and your friends.

As we approach the mid-point of the 2021–2022 academic year, and my mid-point in my tenure as president of the Council for Learning Disabilities, I wanted to share a few updates on the amazing work that the Executive Committee and Board of Trustees have been engaging in on behalf of CLD members, with a focus on building on the successes of our organization's past as we conceptualize the CLD of the future. Additionally, I wanted to share some exciting things happening in the coming months that provide opportunities for you to be involved with the vision and direction of our organization. Because we fully recognize that our job is in service to you, the collective CLD.

Reflecting on Activities

Over the first half of the 2021–2022 academic year, chairs and members of CLD committees have been actively engaged in completing tasks critical to the mission of our organization. I share some highlights of the work of these committees below; please know, there is no way to capture all of the fantastic work of the organization in one letter, and I encourage you to connect with our Board of Trustees to learn more about their projects and visions for their committees.

- As you saw in the last issue of *LD Forum*, the Conference Planning Committee successfully pulled off our first in-person conference following the coronavirus pandemic. It was held in Las Vegas to great attendance and feedback from participants. They are actively engaged in planning for the 2022, 2023, and 2024 conferences (yes—they work three years in advance!).
- The Technology Committee has been actively working to find ways to update our organization's web presence through updates to our CLD homepage that we hope to unveil this spring, as well as streamlining communications via social media and technological platforms.
- The Membership Committee continues to do outstanding work reaching out to current and former members to encourage ongoing membership with CLD, as well as to facilitate programming and initiatives responsive to your needs. We are happy to report a healthy membership that is in line with our numbers prior to the coronavirus pandemic and continue to ask that you help us find new and innovative ways to be responsive to the needs of professionals in the field of learning disabilities.

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- The Leadership Development Committee welcomed a new class for the Leadership Institute held at the CLD 2021 conference in Las Vegas and is engaging in ongoing mentorship programming with both **Leadership Academy Cohorts 9 and 10**. They will be working on a cohort-specific project throughout the next year, as well as receiving mentoring from veterans in the field of LD. Additionally, they continue to partner with state chapters to develop and implement programming and policies for locally focused work on LD in specific regions and to expand potential state chapters across the country.
- The Diversity Committee continues to do amazing work in finding ways to (a) create more equitable systems for culturally, linguistically, and racially diverse professionals and students and (b) develop innovative scholarship that addresses the needs of diverse students with disabilities and the professionals who work with them.

Again, I could go on and on about the important work of our Board of Trustees and want to note that we could not do any of the work of the organization without them. So, to all of the BOT, thank you for all you do, and I look forward to our collaborations throughout the remainder of the year.

Opportunities for the Rest of the Year

As we enter the second half of 2021–2022, I also want to highlight some opportunities for you to engage with us in CLD.

- Consider **submitting a proposal to the 2022 conference** to be held in Richmond, Virginia, on October 20–21, 2022. As a reminder, we are asking for both research-based and practitioner-based proposals and

encourage all members to submit their ideas for consideration. **The call for proposals closes on February 28, 2022.**

- Consider **nominating outstanding members** from your area for the Floyd G. Hudson or Teacher of the Year Awards. Nomination forms will be available later this spring, and we would love to see a diverse slate of candidates represented. Additionally, consider submitting your work for the Outstanding Researcher of the Year Award.
- Share your thoughts on the future of CLD through our ongoing **needs assessment** focused on identifying strengths and opportunities for the organization moving forward.
- Connect with a **committee of interest** and engage with the great work that they are doing on behalf of CLD.
- Write a manuscript for *LD Forum*. The author guidelines are available on the **CLD website**.

As I close, I want to wish you all the best once again as we continue to navigate these uncertain times. I know there is a lot of instability in the world today and I hope that you take opportunities this spring to take care of yourself and those close to you, engage in impactful work through whatever professional setting you are in, and continue to stay connected with the CLD network across the world. It may not always seem like it, but you have a strong support system in us, and we on the EC and BOT will continue to do everything we can to be good stewards and protectors of that network for years to come.

Onward,
Joseph John Morgan
2021–2022 CLD President

Diversity Committee Announcement

Happy 2022! Currently, the Diversity Committee has close to 30 members. After the conference in Las Vegas, the committee members met online in December and discussed the topics and themes that they would like to work on collaboratively for future projects and research. Four new collaborative teams have been formed as the outcome of the committee meeting. Thus, with a previously existing team, there are a total of five teams under the Diversity Committee. If you and/or others you know would like to join our committee and get

involved in one of our teams, please feel free to contact me at yhsiao@wsu.edu. The members of the Diversity Committee will continue staying active and working on supporting students with learning disabilities from diverse backgrounds through the dissemination of research and practices.

Yun-Ju Hsiao
Diversity Committee Chair

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 ...

Incorporate Self-Regulated Learning into the Writing Process for Students with Learning Disabilities

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The term *self-regulation*, or *self-regulated learning*, describes the self-generated thoughts, feelings, and actions that are systematically intended to influence an individual's learning of knowledge and skills (Zimmerman, 2000, 2001). Thus, the self-regulation of writing refers to the actions and thoughts that writers employ to remediate and improve their skills, maintain focus, and enhance the quality of their writing (Zimmerman & Risemberg, 1997). High levels of self-regulation and attentional control are integral to skilled writing due to the intentional nature of composing, which is inherently self-planned and self-sustained (Zimmerman & Risemberg, 1997) to manage the writing environment, the parameters outlined by the writing topic, and the processes involved in composing (Harris et al., 2011). Furthermore, skilled writers can construct and use strategies for managing the demands associated with planning, composing, and revising their essays, in addition to topic knowledge and relevant goal setting for the successful completion of a given writing task (Graham et al., 2013; Graham et al., 2017). Flower and Hayes (1980) prominently assert the role that self-regulation holds within the writing process by contending that "a great part of the skill in writing is the ability to monitor and direct one's own composing process" (p. 39). Further, they emphasize that both the goal-directed nature of skilled writing and the writing process (including planning, sentence generation, and revising) must be coordinated in a way that facilitates the writer being able to switch attention between these functions alongside a host of mechanical, substantive, and environmental concerns (Flower & Hayes, 1980).

Skilled writing requires students to be proficient in self-regulation, goal-setting, and evaluation of their goal achievement, particularly when writing about content (Mason et al., 2017). Research suggests that students with learning disabilities (LD) generally possess poorer self-regulated writing strategies compared to skilled writers (Graham et al., 2017), and individual differences in self-regulation are predictors of writing achievement (Butler & Schnellert, 2015). Students with LD typically lack a strategic plan for writing. Therefore, as they begin to write, they often generate repetitive or ir-

relevant ideas that are disorganized and/or initiate minimal planning even when provided with prompting (Garcia & Fidalgo, 2008; Graham et al., 2013). Further, students with LD typically produce more poorly organized, shorter, or incomplete compositions that lack overall quality when compared to their typically developing peers (Graham et al., 2017).

By extension, explicitly teaching self-regulation strategies to developing and struggling writers improves the quality of their writing (Graham et al., 2012). That is, when educators employ an evidence-based, self-regulated learning instructional approach to writing, the writing outcomes for students with LD have improved (Butler & Schnellert, 2015; Gillespie & Graham, 2014; Harris & Graham, 2016). Approaches to self-regulated strategies in writing (e.g., writing goals, planning, monitoring, revising, and evaluating) provide scaffolds that ultimately lead students to becoming independent writers. Further, self-regulated writing approaches typically include a battery of strategies including mnemonics, graphic organizers, and tools for planning their writing (Friedlander et al., 2008). While the positive effects of self-regulated learning have been addressed within some frameworks of writing instruction (e.g., Self-Regulated Strategy Development Model; Graham et al., 2005), many of the details and implications of self-regulation are not satisfactorily stated within frequently used models of writing (Graham & Harris, 1997; Hayes, 2012).

In this article, we present five specific instructional approaches to ensure that students with LD are explicitly taught self-regulation skills and how to apply and practice such strategies within the writing process. The suggestions presented here are grounded in the types of self-regulation strategies that special educators can use in both self-contained and co-taught environments, as well as across content area settings, to improve the writing outcomes of students with LD through the use of explicit instruction on self-regulation in writing. Each section concludes with an indicator to guide teachers in determining evidence of students' growth within the specific area of self-regulation development.

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1 Differentiate Self-Regulation Instruction

Students with LD often receive the vast majority, if not all, of their writing instruction within the general education setting (Graham & Harris, 2011). Because students with LD typically produce written products that are of lower quality, shorter, and more poorly organized than their peers (Graham et al., 2017), merely providing extra assistance will not be enough for most to meet writing standards (Graham & Harris, 2013). Instead, writing environments should be managed in such a way to accommodate student differences in self-regulation skills. Like other cognitive skills, students with LD will vary in their knowledge and use of self-regulation strategies, which may generally predict their individual writing ability (Graham & Harris, 2000; Santangelo et al., 2007). For example, some students with LD may require explicit teaching in brainstorming ideas, while others may be proficient in this skill, but may require instruction on writing strategy revision.

Although most teachers recognize how to differentiate instruction (i.e., scaffold or adapt instruction to meet the needs of individuals) in relationship to student learning abilities, teachers are additionally encouraged to practice differentiation with respect to students' self-regulation competencies (Schunk & Zimmerman, 2007). More specifically, both teachers and students with LD may benefit by forming small groups and tailoring self-regulation instruction in accordance with each group's needs. Additionally, having multiple opportunities to assess student learning through formative assessments on self-regulation skills yields valuable information for how teachers might further differentiate instruction. Adapting writing assignments for students with LD, such as providing additional scaffolds (e.g., checklists, mnemonics, sentence frames, strategy groups) can help to meet the needs of individual students. Regardless of the differentiation strategy, the writing accomplishments, independent application, and sustained efforts of students with LD should be encouraged and rewarded throughout the writing process.

Indicator. Teachers will know if their differentiated self-regulation writing instruction is successful when their students demonstrate increased independence in their application of self-regulation skills during formative assessments (e.g., observation) and/or are able to produce written pieces with increasing quality and writing stamina.

2 Foster Goal-Setting

When offered a writing prompt or topic to write about, students with LD often retrieve relevant information from long-term memory, produce text based on experiences and previous knowledge of the topic and genre, and construct

each succeeding sentence or fragment in response to the previous one. This process typically continues until the student has either (a) exhausted all their knowledge on the topic or (b) believes they have met the assignment requirements (e.g., write one paragraph). A common consequence of this type of writing process is a composition that lacks organization, clarity, and focus (Graham, 1990; Graham et al., 2013). Setting goals, however, often produces positive performance outcomes for students with LD, both in quality and quantity, when teachers provide clear direction about what needs to be included in the essay (Evmenova et al., 2020; Nussbaum et al., 2005). Further, the use of writing goals to set the stage for writing may even motivate persistence by enabling the student to track progress toward the overall goal. By engaging in goal-setting during a writing task, students with LD will be better equipped to self-regulate and monitor their progress.

One approach to increasing the goal directedness of students with LD is to provide explicit goals that focus students on genre-specific information that can be used to construct their essays (Ferretti et al., 2009; Midgette et al., 2008). Such goals will create a blueprint for students with LD to follow as they progress through their writing tasks. Some goal-setting elements may target genre elements (e.g., identifying an opinion, making thesis statements, providing text evidence, determining reasons), text goals (e.g., number of sentences, number of words, number of supporting reasons), or editing and/or revising goals (e.g., correct spelling, punctuation, capitalization, including sensory words and details). These goals can either be provided to students by the instructor or students can be guided towards independently setting their own goals. Further, having students with LD devise their plans for meeting goals and assessing progress facilitates self-determined behaviors and consequences (Mason et al., 2011).

Indicator. Teachers will know if their students' application of the goal-setting strategy is successful if they are able to select and work toward a goal appropriate for their current writing development for mechanics (e.g., capitalization, punctuation) and writing composition (e.g., number of essay elements, number of sentences/paragraphs) throughout the writing process with increasing levels of independence.

3 Incorporate Self-Monitoring

The term *self-monitoring* refers to the individual act of judging whether a target behavior has occurred and then recording the findings (Limpo & Alves, 2013). Self-monitoring in writing typically occurs in three areas: attention, performance, and strategy use (Harris et al., 2011). While navigating a myriad of rules and mechanics, writers must also sustain attention toward organization, their purposes and goals, their intended audience, and an evaluation of discourse between author and reader (Graham et al., 2014; Mason et al., 2011).

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Incorporating self-monitoring into the writing process can be a powerful instructional strategy for improving upon a multitude of writing demands, including writing quantity (Goddard & Sendi, 2008). Typically, as students with LD begin to monitor their progress and ensure the task is being done correctly, they avoid making careless errors, realize when they need to ask for assistance, and/or recognize a need to adjust the strategy (Evmenova et al., 2016).

In addition to successful task completion, the use of self-monitoring strategies can also be beneficial in helping students with LD to maintain focus and to persist throughout the writing process (Goddard & Sendi, 2008). This self-regulation strategy can be further infused into the writing process for students with LD using tools such as technology-based graphic organizers (Evmenova et al., 2020), traditional graphic organizers, checklists, timers, evaluation cards, and peer review checklists. For instance, graphic organizers are typically designed to lead students through the writing process of planning, organizing, and drafting, and they provide a visual for students to self-monitor the components of the essay that are missing and/or completed. A checklist can be constructed by the teacher, or co-constructed by the teacher and the student, to simultaneously meet student needs and achieve the goals of the writing assignment. It is likely that students will not intuitively know how to use the selected graphic organizer or other self-monitoring tool. As such, teachers should provide explicit and ongoing instruction that guides students in how to use the self-monitoring support.

Indicator. Teachers will know if their students' application of the self-monitoring strategy is successful if their students use a preferred self-monitoring method, such as a graphic organizer, checklist, and/or other related writing tool with increasing levels of independence to meet the needs of the writing task.

4 Teach Self-Instruction

Self-instructions are a form of self-speech in which individuals organize and structure their thoughts and behaviors. The deliberate use of self-instructions can assist students with LD through the writing process in generating and selecting alternative courses of action. These processes are especially relevant for students with LD to focus their thinking, increase their memory for steps and procedures, and independently perform a sequence of actions or steps (Friedlander et al., 2008). Thus, it is imperative that self-instructional statements mirror the student's individual verbal style, language level, and means of expression through a variety of mediums, such as thinking aloud, writing down self-instructions, or selecting from a few predetermined self-statements.

Furthermore, teachers can explicitly teach self-instruction strategies to students with LD throughout the writing

process. For example, while planning, students may be encouraged to think, "To start my piece, I need to make a plan." Students might also consider self-instruction based on the goals they have chosen (e.g., "My goal for this essay is to include three reasons and two explanations") or be instructed to initiate self-statements as they self-evaluate or self-reinforce (e.g., "I accidentally forgot to include a story element, but I can revise it!" or "I really like how I ended this essay!"). Additionally, teachers can encourage students with LD to create a list of positive affirmations and/or self-statements to refer to when writing stamina decreases and difficulties with the writing process arise, including outcome expectations (e.g., "Writing is hard, but I can do hard things"), goals (e.g., "I can include three reasons to support my opinion"), and self-reflections, such as positive self-judgments and self-reactions (e.g., "I wrote a five paragraph essay," "Revising my work took some time, but in the end, I had a better essay"). Last, the use of self-instructions might also be employed as a means for self-control and/or coping, as a student may say to him/herself, "It's okay. I know how to do this. I know the steps."

Indicator. Teachers will know if their application of the self-instruction strategy is successful if their students are able to use self-instructional statements with increasing levels of independence, persist during difficult writing tasks, and/or complete assignments from start to finish when provided with adequate support.

5 Encourage Self-Evaluation

The ability of students with LD to self-evaluate is often hindered due to their lack of strategies throughout the revision process (Graham et al., 2013). Yet, fostering self-evaluation skills not only result in improved writing quantity and quality, but also increases students' self-efficacy as writers and enhances writing motivation (García-Sánchez & de Caso-Fuertes, 2005). During the self-evaluation portion of the writing process, students evaluate their work and develop opinions about their final product. The cycle of using a strategy, planning for success, monitoring one's progress along the way, and completing a task can be very rewarding. Self-evaluation helps students with LD to determine how they did throughout this cycle, develop opinions about their work, and make new goals based on their evaluation. When students with LD use self-regulated learning strategies consistently, the process is reinforced, and evidence shows that students with LD can transfer these skills of self-regulation to other facets of learning (Graham & Harris, 2003). Additionally, students with LD report that not only is this part of the writing process helpful but it is enjoyable as well (Evmenova et al., 2016).

Teachers can encourage students with LD to self-evaluate in several ways. Students can:

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1. Self-evaluate based on the goals they had set before the writing began.
2. Record the number of words they have written and track their progress as they strive for writing longer essays.
3. Self-evaluate based on the multitude of demands encompassed within the writing process (e.g., capitalization, spelling, word choice, story elements).
4. Self-evaluate how well they self-monitored or used instructional strategies, such as text-to-speech features, how to look up the spellings of unfamiliar words, and/or use of a thesaurus for words they have repeated often.
5. Self-evaluate with a variety of notations, including different smiley faces (e.g., sad face or happy face), colored stickers (e.g., green for “yes” or red for “no”).
6. Use a writing self-evaluation checklist (see Andrade, 2007; Hughes et al., 2019).

Indicator. Teachers will know if their students’ application of the self-evaluation strategy is successful if they are able to independently utilize self-evaluation processes (e.g., checking their work using an assigned rubric) and/or appropriately address writing concerns, such as using a thesaurus to enhance word selection and to minimize the number of repeated words.

Conclusion

Writing is indispensable for all students and necessary for them to demonstrate knowledge and skills on a variety of tasks, such as school assignments, reports, and high stakes assessments, as well as future undertakings, such as the development of résumés and college entrance applications. Yet, students with LD typically experience more pervasive writing difficulties compared to their typically developing peers in the areas of text production, knowledge of different types of text, self-regulation, and motivation (Graham et al., 2017). Self-regulation strategies within the writing process (including differentiation, goal setting, self-monitoring, self-instruction, and self-evaluation) act as change-inducing agents that lead to strategic adjustments in writing behaviors for students with LD. Furthermore, as instructors consistently, successfully, and explicitly teach students with LD strategies for planning and writing in conjunction with self-regulatory mechanisms, it is likely that the quantity and quality of students’ compositions will improve and that these skills will be maintained over time and be generalized to other academic writing tasks (Graham & Harris, 2003). As such, teachers of students with LD should thoughtfully consider explicitly teaching self-regulation procedures with writing strategy or skill instruction within various classroom settings. Additionally, teachers of students with LD are encouraged to utilize their usual formative writing assessments to make informed

instructional decisions, foster further goal-setting, and capture these important self-regulatory developments. The five ways to incorporate self-regulated learning into the writing process for students with LD presented here are intended to support teachers in this purposeful undertaking.

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Have a Question About Research?

Do you have a question about research that you would like to have answered by an experienced CLD researcher? Drop us an email at AskACLDResearcher@clldinternational.org, and we'll do our best to find answers for you. We welcome questions related to theory, methodology, and logistics, including the challenges of conducting research in schools. Your questions can be specific and technical, related to your own

project, or more generally seeking advice as you begin your career as a researcher. Once we receive your question, we will provide a response or connect you with someone who has expertise in that area. Additionally, we will prepare a quarterly summary of common questions and answers that will be published on our website and here in *LD Forum*.

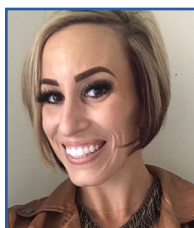
Meet Leadership Academy Cohort 10

The Leadership Development Committee welcomed Leadership Academy Cohort 10 during the 2021 CLD Conference in Las Vegas. Please meet these future leaders in the field of learning disabilities. These six women are doctoral candidates and early career professors from across the country. Congratulations Cohort 10! This two-year appointment begins as they work with mentors from the CLD leadership ranks through the first year. In their second year, they will design a group project related to a research focus that supports the field of learning disabilities. Stay tuned for the results of Cohort 9's group project next fall.

Meet the Cohort 10 Leaders:



Rachel E. Donegan is an assistant professor in the Department of Special and Early Education at Northern Illinois University. Rachel's research focuses on reading interventions, methods for intensifying instruction, and the role of teacher knowledge in student reading outcomes.



Anna Macedonia graduated from the School of Education at George Mason University in December 2021 with a primary specialization in special education and a secondary emphasis in education leadership and policy. Her research interests include studying the connection between special education teacher education across local, state, and federal levels connected to teacher retention issues, specifically administrative support.



with learning disabilities.

Anna S. Gibbs is a special education doctoral candidate in the Department of Teaching and Learning at the University of Iowa and a program coordinator at the Iowa Reading Research Center. Her research interests include effective reading instruction and interventions for students

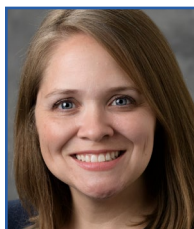


Cynthia Massey is an assistant professor in special education at Georgia Southern University. Her research interests include the effective uses of instructional technology with students with disabilities, as well as the continued development of effective educator preparation programs including Scholarship of Teaching and Learning (SoTL), in which she was awarded a university fellowship in 2020.



on equitable and inclusive practices for students with disabilities and students who are experiencing difficulty in science.

Rachel Juergensen is a doctoral candidate at the University of Missouri in the Department of Special Education. She has over 17 years of experience in education as an elementary teacher, administrator, and statewide positive behavior support coach. Rachel's research focuses



Jennifer Smith is a clinical assistant professor of special education in the Department of Educational Studies at Purdue University. Her current areas of research include teacher preparation, creativity, and assistive technology.

Each spring, the CLD Leadership Development Committee announces the application process for a new cohort of scholars. The committee reviews applications to select the five to six top applicants for the new cohort. Next year's future leaders for Cohort 11 will be announced at the CLD conference in Richmond. Look for the application announcements in late spring 2022.

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 28, 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

TCLD Announcements

The Board for the **Texas Council for Learning Disabilities** (TCLD) would like to wish all the wonderful educators in PreK–12 and higher education a healthy and productive 2022! TCLD is excited to announce that we will offer another mini grant for TCLD members. These grants will support research, including action research, focused on students with learning disabilities. Further details will be provided on the TCLD website in the coming weeks (<https://texasclld.mystrikingly.com>).

The Board is also in planning stages for a webinar focused on advocacy for students with disabilities, including those with LD. It is our intent that the webinar will take place this spring, but complete information will be emailed to members and provided on our website when plans have been finalized.

Last, we continue to strive to support our members in their commitment to students with LD and in helping to improve outcomes for these students. Although we have added many resources on the TCLD website, we encourage any member to provide additional information or input on specific resources that may be of interest to members. This information can be provided using the “Member Input” link on our website.

We want to recognize members of CLD, and all educators and higher education faculty members, for their commitment to serving students with disabilities. On behalf of TCLD, thank you for your service!

Texas CLD Board Members

VCLD Announcements

The **Virginia Council for Learning Disabilities** (VCLD) is hitting the ground running in 2022! We are currently planning our spring symposium, which will be in-person at Vir-

ginia Wesleyan University on May 21. Participants will have the option of attending 24 regular sessions and eight roundtable sessions. Also, there will be a panel whose members will share their expertise on co-teaching, culturally responsive teaching, high-leverage practices, and social emotional learning. We are thrilled to have Paul Riccomini as a panelist. Additionally, during the 90-minute lunch break there will be *Teacher Self-Care* sessions that will include yoga and mindfulness sessions, and hopefully puppies sponsored by the SPCA.

We will roll out the new VCLD Co-Teaching Network at the symposium. The mission is to develop a network of co-teachers, administrators, and higher education faculty with the intent of designing an online repository of resources and collegial support. Attendees at the symposium will be invited to a roundtable discussion to help design the network moving forward.

VCLD also co-founded the **Joint Coalition for Learning Disabilities and Literacy**, whose mission is to provide free professional development targeting a greater understanding of learning disabilities and literacy as identified by K–12 general and special educators, preservice teachers, higher education faculty, and parents. Dr. Linda Mason presented *Think and Plan! Strategy Instruction that Works* at our webinar on January 27. Gina Cooke will present *Morphology and Structured Word Inquiry* at our March 17 webinar. All webinar recordings are available on the VCLD website.

It is a very exciting time for VCLD, and we look forward to enhancing the education and quality of life for individuals with learning disabilities and others who experience challenges in learning through our webinars, symposium, and co-teaching network.

Kindest regards,
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.