



CLD 2023
Call for Conference Proposals
45th International Conference on Learning Disabilities

October 12-13, 2023

Denver, Colorado

DEADLINE FOR SUBMISSION: February 27, 2023

To submit your proposal: <http://council-for-learning-disabilities.org/new-proposal/>

Information Pertaining to Call for Proposals: Table of Contents

CLD Mission Statement	3
CLD Diversity Statement	3
CLD 45 th Conference Core	3
Session Topics	4
Assessment	
Assessment for Eligibility	4
Instructional Assessment	4
Intervention Practices	
Original Research	4
Translating Research-to-Practice	4
Higher Education	
Teacher Preparation	5
Developing Research Skills	5
Legislation, Litigation, and Policy	5
Types of Sessions	6
Panel	6
Option 1	6
Option 2	6
Roundtable	6
Interactive Paper (Poster)	6
Option 1	7
Call for Proposals	7
General Policies	7
Proposal Content	8-9
Submission Instructions	10
Review Process	10
Other Important Information	11
Technology Availability	11
Hotel Accommodations	11
Contact Information for Questions	11
Graduate Students	11
CLD Leadership Institute	11

CLD 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 practice 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.

CLD 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 students and people with disabilities, including those from diverse cultural and linguistic backgrounds. To achieve this mission, we encourage proposals that consider the cultural and linguistic diversity that exists in students with LD, key stakeholders, and educational professionals working in this area.

CLD 45th INTERNATIONAL CONFERENCE CORE

The Council for Learning Disabilities' (CLD) 45th 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;
- critically examine the education of students with LD from diverse cultural and linguistic backgrounds
- 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)
- explore positive behavior supports for people with LD

SESSION TOPICS

The Council for Learning Disabilities' 45th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood, including students with LD from diverse cultural and linguistic backgrounds. Recognizing that students with LD are a heterogeneous population with a range of characteristics that can impact academic achievement, psychological processes (e.g., memory and self-regulation), and social/emotional development and that scholarly inquiry, practice in both K-12 and teacher education settings, and policy related to students with LD are equally diverse in thought, we require that all proposals align to the CLD Mission Statement and address one of the following topic areas to ensure parity and alignment with organizational goals.

For all topic areas, we encourage proposals that consider the educational needs of students with LD from diverse cultural and linguistic backgrounds and that consider the engagement of critical stakeholders in the education of students with LD (e.g., parents and families, general education teachers, paraeducators). We also encourage proposals that provide innovative ideas to the field of LD related to a deeper understanding of intersectional variables that impact the outcomes of students with LD.

Assessment

Proposals for Assessment sessions should clearly describe the theoretical underpinnings and research base for an assessment practice. Information about the reliability and validity of the featured assessments should be reported. Assessments may include those used for eligibility purposes or those used to inform instruction.

Assessment for Eligibility

Assessment for Eligibility sessions focus on factors that lead the field to a better understanding of the construct of LD and how to more accurately and efficiently identify students with LD who require special education services. Proposals addressing the multi-disciplinary nature of LD diagnosis, disproportionate representation of subgroups of students, and/or nondiscriminatory assessment practices are encouraged.

Instructional Assessment

Instructional Assessment sessions provide participants with information that will facilitate implementation of an assessment used to inform instruction (including progress monitoring). Proposals should include a brief summary of how the assessment promotes data-based instructional decision making for students with LD or those suspected of having LD.

Intervention Practices

Proposals for Intervention Practices sessions should either present information from original intervention research, or content on how to implement an evidence-based practice for students with LD. Interventions proposed could focus on the academic, behavioral, social-emotional, and/or transition needs of students with LD (e.g., math and reading interventions, positive behavioral supports, college- and career-readiness).

Original Research

Original Research sessions disseminate findings from intervention research with individuals with LD, including (a) a brief summary of the theoretical underpinnings and existing research foundation for the intervention, (b) a description of the research methods employed (e.g., participants, measurement, procedures), and (c) results that demonstrate the effectiveness of the instructional or behavioral intervention.

Translating Research-to-Practice

Translating Research-to-Practice sessions provide evidence for the efficacy of a practice and provide strategies to participants that help them implement the practice with students with LD or with pre-service and in-service teacher candidates who will work with students with LD. Presenters should clearly delineate for whom the intervention would be beneficial (e.g., students with mild vs. severe reading disability) and the intensity of the intervention needed to provide effects.

Higher Education

Proposals for Higher Education sessions should focus on topics related to either teacher preparation or how to enhance the skills of novice researchers.

Teacher Preparation

Teacher Preparation sessions describe evidence-based practices for preparing teachers to work with individuals with LD, their advocates, and their families. This might include a description of teacher preparation practices, examples of their use in a university or clinic setting, and data establishing their effectiveness. Topics related to contemporary issues in teacher preparation, new instructional approaches or models for professional development, or ways to measure effectiveness of teacher preparation programs are encouraged.

Developing Research Skills

Developing Research Skills sessions target novice researchers and are intended to advance knowledge in the area of research methodology in the field of learning disabilities. Topics might include (a) how to read and/or synthesize research-based articles, (b) how to form and effectively collaborate within a research team, (c) how to design and conduct rigorous research that provides evidence for interventions, or (d) strategies for effectively reporting research findings.

Legislation, Litigation, and Policy

Proposals for Legislation, Litigation, and Policy sessions should address impact of regulations on the educational services for individuals with LD and the professionals who serve them at the local, state, and federal levels. Presentations that would be relevant to leaders at the individual school level are appropriate as well. Topics that relate to delivery of services for individuals with LD are encouraged.

TYPES OF SESSIONS

A description of each session type is provided below. Each session should include opportunities for participants to ask questions. **Important Note:** Proposals not adhering to the restrictions related to number of presenters will not be reviewed or considered for acceptance.

Panel

Panel sessions are 1.5-hour sessions that are comprised of three presentations, each lasting for 30 minutes. There are two options for the proposals to the panel session this year.

Option 1: Multiple people can submit a single proposal for the entire 90-minute session. These proposals can have either a single central theme that multiple panelists with expertise in the selected topic discuss various viewpoints within the field or can have the same general topic and three presenters present their work on that topic. The organizing theme must be aligned with the CLD mission statement and one of the designated conference topics. This panel option is required to consist of a minimum of three and a maximum of five panelists. If you are developing a proposal for this option, then the person listed as the Session Leader on the proposal will serve as the lead panelist and discussant if selected for the conference.

Option 2: Individual people or multiple authors on a single project could submit a proposal for a 30-minute presentation on a panel that will be constituted during conference program development. Several studies will be identified by the Program Chair related to the same general topic and authors of those papers comprise the panel. The Program Chair will also identify a person to serve as the lead panelist and discussant from the constituted panels.

Roundtable

Roundtable sessions are small-group, informal discussions on an issue aligned with the CLD mission statement and related to one of the designated session topics. A maximum of five presenters are allowed for this session type. However, it is strongly recommended that no more than two presenters sit at the table to facilitate the interactive discussion during each rotation, because allowing more than two presenters at a time to sit at the round table restricts the number of attendees that can participate in the session.

Multiple roundtable presentations will be offered in the roundtable session's room. Within the 1.5-hour session, there will be rotations, allowing attendees to join different discussions during the session.

Interactive Paper (Poster)

Interactive Paper sessions are designed for presenters to display a poster of their work and discuss the content with participants roaming the poster hall. The work should be

aligned to the CLD mission statement and related to one of the designated session topics. The presenters should plan to include both written and graphic information on their poster. A maximum of five presenters are allowed for this session type. However, it is strongly recommended that a maximum of two-three presenters stand near the poster at any given time, because allowing more than three presenters at a time to stand near the poster restricts the number of attendees that can participate in the session. There are two options for poster sessions:

Posters will be displayed in a large poster hall and attendees will interact with presenters for brief periods of time in order to visit as many posters as possible. There will be a 1.5-hour block of time for posters with two 40-minute rotations.

CALL FOR PROPOSALS

General Policies

1. The Program Committee seeks presentations that are evidence-based and timely with sound empirical and theoretical support. Proposals promoting commercial products, including books, will not be reviewed. Similarly, proposals unrelated to the mission and vision of CLD will not be considered.
2. An individual can be listed as a Session Leader only once. An individual may be included as a co-presenter on a maximum of 3 additional proposals. Proposals not adhering to the restrictions related to number of presenters will not be reviewed or considered for acceptance.
3. **Proposals submitted after the deadline will NOT be considered.**
4. Presenters (including both the Session Leader and **all** Co-presenters) are required to register for the conference by the speaker registration deadline – **July 2023**.
5. Some proposals may be wait-listed. This means that the session reviewers ranked the proposal as meeting criteria, but the proposal has not been accepted because of space availability. If other sessions are cancelled, wait-listed proposals will move into cancelled time slots as they become available. If a session is wait-listed, we will notify the Session Leader as soon as possible if cancellations occur.

Proposal Content

(It is STRONGLY encouraged that you type your proposal into a Word document first and save that before submitting it via the proposal system. Once your proposal is submitted, you will not be able to go in and revise it.)

TITLE OF PROPOSAL (10 words or fewer):

If submitting two or more proposals on different aspects of the same project, (e.g., a roundtable on study findings, and an interactive paper on the literature review pertaining to the study), please make sure the titles (and abstracts) adequately delineate the different emphases for each proposal.

ABSTRACT (50 words or fewer):

In the abstract, please do not use the words “panel,” “interactive paper,” or “roundtable;” instead just check the appropriate session type on the proposal form. A single comprehensive abstract should be provided for panel sessions.

PROPOSAL DESCRIPTION (limit 500 words)

All proposals should include a theoretical and/or research base that supports recommended practices and aligns with CLD’s Mission Statement.

- Proposals should include a description of how the content is useful for conference participants.
- Proposals describing original research should provide an overview of the study (including rationale, method, results, and implications).
- Panels submitting to Panel Option One should submit a single comprehensive session description with specific topic shared by each presenter if the panel will focus on one topic or titles of each paper to be presented if the proposed panel consists of a series of topics related to one common idea.
- Proposals may include up to 3 references (not included in word limit).

SESSION TOPIC (select the one topic that best describes your proposal):

- Assessment
- Assessment for Eligibility
- Instructional Assessment
- Intervention Practices
- Original Research
- Translating Research-to-Practice
- Higher Education
- Teacher Preparation
- Developing Research Skills
- Legislation, Litigation, and Policy

SESSION TYPE (select one):

- Panel: Option 1 (*proposal containing three presentations for the entire 90-minutes*)

- Panel: Option 2 (*proposal for a single presentation that will be assigned a panel with other related topics*)
- Roundtable
- Interactive paper (poster): Option 1 (*standard poster presentation*)

Would you be willing to accept another format?

No

Yes

If Yes, check all that apply:

Panel

Roundtable

Interactive Paper (poster session)

Would you like this to be highlighted in the program as a practitioner-focused presentation and/or a diversity spotlight?

Yes, specifically for practitioners only

Yes, specifically addressing diversity only

Yes, specifically for practitioners AND diversity

No

TARGET AUDIENCE (check all that apply):

Higher education faculty

Researchers

Teachers

Graduate students

Administrators

Elementary focus

Middle school focus

High school focus

Adult/postsecondary focus

Key stakeholders (e.g., parents and families, advocates)

CONTACT INFORMATION

Session Leader

Name: (*this is how your name will appear in the program*)

Title:

University/School/Organization:

Location of University/School/Organization (City/State):

Address: (*include that address where you can be reached year-round*)

City, State, Zip:

Phone: ()

E-mail:

Co-presenters (*include information for all co-presenters; maximum 4 for any session type*)

Name: (*this is how your name will appear in the program*)

Title:

University/School/Organization:
Phone: ()
E-mail:

AGREEMENT TO ATTEND CONFERENCE AND PAY REGISTRATION

As part of the submission process, you will need to confirm your commitment to attend the conference and pay the conference registration.

Please check the boxes below to affirm understanding of conference requirements if your proposal is accepted.

- I agree to attend the CLD conference and present at the assigned time.
- I understand that acceptance of the proposal means a commitment that all session presenters and co-presenters must pay conference registration by the **speaker registration deadline July 2023**.
- I understand that any presenter who has not registered by the **speaker registration deadline** will be removed from the program. If multiple speakers have not registered by the **speaker registration deadline**, I understand that the entire session will be replaced with a waitlisted presentation.
- I understand that I will be responsible for fees associated with audiovisual equipment, other than a standard LCD projector and screen (which will be provided).
- I understand that the traditional format of the conference may be altered according to the applicable social distancing guidelines of the hotel group at the time of the event.

SUBMISSION INSTRUCTIONS

To submit all requested proposal information:

1. It is recommended that proposals first be typed into a Microsoft Word document and then copied and pasted into the online form, as information entered online cannot be saved.
2. For proposals to be considered, all requested information must be submitted. Incomplete proposals will NOT be considered.
3. An acknowledgement of receipt of the proposal will be sent to the Session Leader only. It is the Session Leader's responsibility to communicate information to all co-presenters.

REVIEW PROCESS

The Program Committee manages the review process. Members of the following groups are invited to participate in the review process: (a) Conference Planning Committee

members, (b) Research Committee members, (c) Leadership Development Committee members and alums of the Leadership Institute and Academy, and if needed, (d) members of other committees within CLD, and (e) members of the Executive Committee and standing committee chairs.

The Session Leader will be advised by email of the Program Committee's decision in May 2023. It is the Session Leader's responsibility to notify co-presenters of the proposal's status and to ensure that all presenters register for the conference by the date indicated.

OTHER IMPORTANT INFORMATION

Technology Availability

CLD will supply an LCD projector and screen for all panel presentations. Please be advised that speakers using projection devices will need to supply their own laptop and connecting cords. Other audio-visual needs (e.g., overhead projector, speakers) are the presenter's responsibility. Internet access may **NOT** be available in the meeting rooms.

Interactive Paper (Poster) Sessions

CLD will provide a trifold poster board (36" x 48"). Posters must fit to these dimensions. Presenters will be able to place a small amount of materials on table in front of poster.

Contact Information for Questions

For any questions, please feel free to contact the conference program chair Sara Flanagan at sara.flanagan@maine.edu

GRADUATE STUDENTS

Graduate students are welcome and highly encouraged to submit proposals. In addition, faculty are strongly encouraged to present with their graduate students.