



A Publication of the Council for Learning Disabilities September 2023

President's Message



Dear CLD Colleagues,
Welcome to another year as a member of the Council for Learning Disabilities (CLD). I am honored to serve as president of CLD. I am eager to collaborate with you to achieve our mission to enhance education and quality of life

for individuals with learning disabilities across the lifespan. We will continue to ensure that diverse perspectives inform our work by lifting voices of traditionally marginalized communities in our field, making welcoming spaces for all, and listening to all stakeholders.

The Board of Trustees is thrilled to welcome you to our annual CLD International Conference this October in Denver, Colorado. The conference is at a wonderful venue in the downtown area, convenient to many restaurants and activities that we can enjoy each evening and into the weekend. We will continue the new tradition of having two keynote presentations, one of which will focus on equity and access to effective intervention. Aligned with our mission to promote and disseminate evidence-based research and practices, the conference presentations will address intervention, assessment, teacher preparation, and policy issues. With an active and dynamic state chapter in the area, we will provide special strands for practitioners and believe that the conference offers engaging and practical professional development and networking for local teachers, administrators, and other professionals who serve students with learning disabilities and their families. In addition to practitioner-focused sessions, there will be sessions focused on equity and diversity. A special thanks goes to Dr. Sara Flanagan and our Conference Planning Committee led by Dr. Maria Peterson-Ahmad and Dr. Randa Keeley for their work to make this a great conference. Their work is critical, and I greatly appreciate their efforts to navigate and meet challenges along the way. We all look forward to seeing you in Denver next month!

I want to personally thank Dr. Brenda Barrio for her vision and work for the organization as the 2022–2023 CLD

president. Brenda's leadership helped move CLD forward regarding access and equity. For example, she was instrumental in supporting an additional conference keynote address focusing on equity and diversity. She continued the tradition of having Opportunities for Discussion and Action (JODA) sessions at last year's conference. Under her leadership, a new conference registration was created for practitioners that provided a reduced rate and membership. All of these make CLD more accessible and create avenues to diversify perspectives that inform our organization.

I also want to thank Dr. Apryl Poch for her years of service as the *LD Forum* editor, and her willingness to continue in this critical role for a short period of time while we work to fill this position. Please share your work with the rest of the organization by contributing to *LD Forum*. Another way to contribute is through the Research to Practice Corner, sponsored by the Research Committee. These are wonderful ways to share evidence-based practices. I encourage you to share your voice, which is key for the growth of our organization.

Margaret M. Flores
2023–2024 CLD President

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SAVE THE DATE

45TH INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES
October 12–13, 2023 • Denver, Colorado



The Sonesta Hotel in downtown Denver, Colorado, will host CLD. Known as the “Mile High City,” Denver is a fantastic location for the conference, and it offers a number of activities for conference attendees, including exploring museums and eating at award-winning restaurants. For more information on Denver, explore [Denver.org](https://denver.org); for more information on the Sonesta Hotel, including activities a short distance from it, see their [website](#).

Please direct questions regarding the conference to Dr. Sara Flanagan, program chair, at sara.flanagan@maine.edu.

Visit our [website](#) for additional conference updates.
Follow @CLDIntl on Twitter • “Like” CLD on Facebook

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@cldinternational.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*.

CLD 2023 Award Winners

The Council for Learning Disabilities (CLD) is pleased to announce our 2023 award winners. Awards will be presented at CLD's 45th Annual International Conference on Learning Disabilities in Denver, Colorado, October 12–13, 2023. There will be an awardee symposium, highlighting the work of these award recipients, as part of the conference program.

Early Career Research Award

To promote and recognize high quality research, CLD annually presents an Early Career Research Award to the author of an outstanding manuscript-length paper on learning disabilities based on a doctoral dissertation completed within the last five years. Our 2023 winner is **Dr. Leah Zimmerman** for her work "*The Role of Morphological Processing in the Reading Abilities of Middle School Students*." This study investigated whether morphological processing made a unique contribution to the decoding, oral reading fluency, and comprehension abilities of middle school students and whether these contributions differed for students with word reading difficulties. Ultimately, there was no evidence that students with word reading difficulties applied morphological processing in ways that differed from proficient readers. Dr. Zimmermann has devoted her career to improving the reading abilities of K–12 students. She has worked in K–12 and higher education for more than a decade and is currently a clinical assistant professor at the University of Iowa. She researches effective reading interventions and cognitive factors that underpin reading.

Must Read Article Awards

To recognize scholars who promote research in the field of learning disabilities, CLD annually selects outstanding works published in its two flagship journals: *Learning Disability Quarterly* (LDQ) and *Intervention in School and Clinic* (ISC) to receive Must Read Article Awards.

Our 2023 Must Read Article from LDQ, published by **Dr. Kristopher Yeager**, is "*Transition Perspectives of High School Students with Learning Disabilities: A Qualitative Metasynthesis*." This review and metasynthesis of 14 qualitative studies identified five themes: 1. differences in support from professionals, family, and peers for transition; 2. perspectives on transition planning vision, meetings, and documents; 3. evaluation of transition activities related to academics and graduation, career, and college; 4. self-determination examples, barriers, and facilitators; and 5. awareness of influence that gender, race, and/or culture have on transition. This work was co-authored with Dr. Joseph Morgan. Dr. Yeager is a former high school special education teacher. He received his PhD from the University of Nevada, Las Vegas and is currently an assistant professor at California State University Channel Islands. His research interests include transition assessment and planning, culturally responsive practices, and qualitative methodologies in special education.

Our 2023 Must Read Article from ISC, published by **Dr. Jonté A. Myers**, is "*Instruction in Proportion Word Problems for Secondary Students with Learning Disabilities in Mathematics*." Increasing the performance of secondary students with learning disabilities in mathematics on word problem-solving tasks involving ratios and proportions is challenging for secondary math teachers. Schema-based instruction (SBI) is a powerful evidence-based practice to improve students' understanding and approach to solving word problems involving ratios and proportions. This article describes the protocol for implementing SBI with examples specific to ratios and proportions. Dr. Myers is an assistant professor of special education in the Department of Learning Sciences of the College of Education and Human Development at Georgia State University. His research focuses on mathematics interventions for students with mathematics difficulties, such as students with mathematics learning disabilities.

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.

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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.