



CLD 2024
Call for Conference Proposals
46th International Conference on Learning Disabilities

October 17-18, 2024

Charlotte, North Carolina

DEADLINE FOR SUBMISSION: March 11, 2024

To submit your proposal:

[Council for Learning Disabilities \(simpliselect.com\)](https://simpliselect.com)

(Also accessible through the CLD website at <https://council-for-learning-disabilities.org/>)

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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 46th INTERNATIONAL CONFERENCE CORE

The Council for Learning Disabilities' (CLD) 46th 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' 46th 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. 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. Additionally, scholarly inquiry, practice in both K-12 and teacher

education settings, and policy related to students with LD are equally diverse in thought. We seek proposals that highlight this level of diversity and need. All proposals are required to align with 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 (e.g., assessment for eligibility or instructional assessment [progress monitoring and data-based instructional approaches]), including information about the reliability and validity of the featured assessment(s).

Intervention Practices

Proposals for *Intervention Practice* sessions should present information from original intervention research, or address 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 transitional needs of students with LD (e.g., math and reading interventions, positive behavioral supports, college- and career-readiness). Proposals should include (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 [including intensity and duration]), and (c) results that demonstrate the effectiveness of the instructional or behavioral intervention.

Professional Preparation and Research

Proposals for *Professional Preparation and Research* sessions should focus on topics related to either teacher preparation (e.g., evidence-based practices for preparing teachers to work with individuals with LD, their advocates, and their families); or how to enhance the skills of novice researchers, by exploring research methodology in the field of LD (e.g., how to read and/or synthesize research-based articles, form and effectively collaborate within a research team, design and conduct rigorous research that provides evidence for interventions, or strategies for effectively reporting research findings).

Legislation, Litigation, and Policy

Proposals for *Legislation, Litigation, and Policy* sessions should address the 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.

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 90-minute sessions that are comprised of *three* presentations, each lasting 30 minutes. There are two options for panel session proposals this year.

Option 1: A multi-panel group can submit a single proposal for the entire 90-minute session. These proposals can have either a single central theme that the panelists discuss across presentations, or the collection of presentations can have the same general topic. The organizing theme or topic 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 to 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 room. Within the 90-minute session, there will be rotations allowing attendees to join different discussions across the session.

Interactive 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. Presenters will interact with attendees for brief periods of time on the

poster content. Poster sessions are expected to run approximately 75 minutes.

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 2024**.
5. Some proposals may be waitlisted. 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 canceled, waitlisted proposals will move into canceled time slots as they become available. Communications will be sent to the Session Leader.

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):

Use a title that adequately fits your proposal. 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):

Write a succinct abstract that represents your proposal and will help readers understand what your session will be about. 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.

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

- Assessment
- Intervention Practices
- Professional Preparation and Research
- 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)

Would you be willing to accept another format?

- No
- Yes

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

- Yes, specifically for practitioner 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-level focus
- Middle school-level focus
- High school-level focus
- Postsecondary/adult-level focus
- Key stakeholders (e.g., parents and families, advocates)

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).
- Please submit a single comprehensive session description if submitting to Panel Option One. Be sure to describe the central theme shared across presenters or titles of each paper to be presented if the proposed panel addresses a common topic.
- Proposals may include up to 3 references (not included in word limit). Complete APA references should be provided in the References box below the proposal description on the submission form.

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)*
 - 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 your 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 2024**.
- 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).

SUBMISSION INSTRUCTIONS

To submit all requested proposal information:

1. Access the CLD website at <https://council-for-learning-disabilities.org/>. Remember, 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 (chaired by the CLD Vice President) 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 e-mail of the Program Committee's decision in May 2024. 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 will need to supply their own laptop, connecting cords, clicker, microphone, and speakers. Internet access may **NOT** be available in the meeting rooms.

Interactive Poster Sessions

CLD will provide a trifold poster board (36" x 48") and push-pins. Posters must fit to these dimensions. Presenters will be able to place a small amount of material on the table in front of their poster.

Graduate Students

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

Contact Information for Questions

For any questions, please contact Dr. Apryl Poch, Conference Program Chair and CLD Vice President, at apoch@unomaha.edu.