CLD
Council for Learning Disabilities

LD Forum

A Publication of the Council for Learning Disabilities December 2024

Thanks to all who made the 2024 CLD Conference a success!

We enjoyed seeing you in Charlotte. Please save the date for the 2025 conference in Salt Lake City, Utah, October 16–17, 2025. Call for proposals will follow in January/February 2025.

President's Message

Dear CLD Colleagues,

For those of you who were able to attend the conference, I hope that you had a wonderful time of collaboration and engagement with each other. I so appreciated all the positive comments I heard at the conference about the different sessions, ideas shared, and insights gained. I hope that we can carry these ideas and others through this year to create positive, lasting change for individuals with learning disabilities. Thank you again to the many individuals involved in the conference, from the volunteers at the registration table to Drs. Apryl Poch, Randa Keeley, and Cynthia Massey, with coordinating and planning the conference.

If you would like to get involved with CLD, I encourage you to explore one of our committees to join their various initiatives. For example, the Liaison Committee looks at legislation relevant to learning disabilities and other related topics, and works with other related organizations such as the National Joint Committee on Learning Disabilities to deliver **webinars like this one on supporting students' behavior** and to provide other resources. Or, the Research Committee that featured webinars highlighting different types of research methodologies and hosting writing groups. If you are not sure what committee you might like to join or if you are interested in other leadership opportunities, please do not hesitate to reach out to me (**sara.flanagan@maine.edu**).

I hope that you all have an opportunity to view the most recent issues of ***Learning Disability Quarterly*** and ***Intervention in School and Clinic***; you have free access to these through your CLD membership. I'm particularly interested in sharing articles on **building vocabulary and background knowledge**, and on **writing interventions for multilingual learners** with my students in my literacy intervention courses. You can sign up for alerts on both journals' websites to be notified when a new issue is available.

You will receive communication soon about our upcoming election. You will find information about each candidate in this *LD Forum* issue. Also, save the date for the October 2025 conference in Salt Lake City, Utah, at the Marriott Salt Lake City – City Center Hotel. More information and the call for proposals will be available soon, and will be shared via email, our website, and social media platforms. I look forward to all our continued collaborations!

I hope that you all have a relaxing and restful upcoming holiday season.

Sara Flanagan
2024–2025 CLD President

In This Issue . . .

Candidates for the Position of Vice President on the Executive Committee of the Council for Learning Disabilities

The Nominations and Elections Committee of the Council for Learning Disabilities is pleased to announce two highly qualified candidates for the position of vice president of the Council for Learning Disabilities, to be elected in the spring of 2025. Below please find brief biographies for each of the two candidates (presented alphabetically by last name) as well as a statement of their goals for the Council for Learning Disabilities if elected.

Dr. Amber Ray

University of Illinois Urbana-Champaign

I am an associate professor in the Department of Special Education at the University of Illinois Urbana-Champaign. I began my career as a high school special education teacher and literacy specialist. My research interests include writing interventions to help students with learning disabilities succeed. My research focuses on strategy and self-regulation approaches to instruction and methods of professional development for teachers and school leaders on effective literacy instruction. I have been a member of the Council for Learning Disabilities (CLD) since 2017. I have served on the Conference Planning Committee and chaired the Technology Subcommittee for the Conference Planning Committee since 2018. I also have been a conference proposal reviewer for CLD, attended the CLD Leadership Institute, and am a member of the CLD Leadership Academy Cohort 9.

I want to serve as the vice president of CLD because I am passionate about supporting students with learning disabilities and their teachers. I believe CLD is a place where educators can come together to advance the field of special education through innovation, research, and collaboration. Finally, I have found a home within CLD and want to continue to help the organization thrive!

Dr. Nathan Stevenson

Kent State University

I am an associate professor of special education at Kent State University. I joined the Council for Learning Disabilities (CLD) in 2013 as a member of the Research Committee and have served on the CLD Board of Trustees since 2021. I am a co-author of *Research in Special Education: Designs, Methods, and Applications–Third Edition*, as well as numerous research publications, book chapters, and practitioner focused articles. I began my career as a teacher with New York City Public Schools and worked with children with learning disabilities throughout my career. I earned my doctoral degree in special education from Michigan State University in 2015. My teaching and research focuses on assessments and interventions to improve the quality of instruction for children with learning disabilities. As a teacher educator, I am committed to ensuring current and future teachers have the skills needed to thrive in schools. To stay connected to the needs of students and teachers, I continue to serve as a substitute teacher in local schools.

As an organization CLD is unique in its mission, purpose, and history. From its inception nearly 50 years ago, CLD has been committed to serving individuals with LD through application of the best available scientific evidence. As vice president, I will be dedicated to advancing this mission by (a) ensuring all functions, committees, and initiatives serve the core mission of CLD; (b) reestablishing the tangible benefits of CLD membership to existing and new members; (c) broadening the diversity of CLD membership; and (d) repositioning CLD as a leader in a crowded field of professional organizations and conferences. Serving as vice president of CLD is both a great honor and a great responsibility. With your help and support I will honor this position by working closely with the Board of Trustees and membership to achieve the mission and vision of CLD. Thank you for your support.

2025–2026 Election Information for the Vice President of the Council for Learning Disabilities

This spring, the Nominations and Elections committee will oversee elections for the position of Vice President of the Council for Learning Disabilities (CLD). The Vice President is elected into the presidential line of CLD, serving for one year in each of the following positions: (a) Vice President, (b) President-Elect, (c) President, and (d) Immediate Past President. In the role of Vice President, the elected candidate shall:

1) *Serve in the President's place and with the President's authority in case of absence or disability of the President and President-Elect,*
2) *Assist the President and President-Elect in the planning and preparing of the plan of operation, charges to committees, and annual budget,*
3) *Assist the President and perform such other duties as may be assigned to the office,*
4) *Serve as member of the Bylaws and Policies Committee, and*
5) *Serve as the program chair for the following year's conference.*

Ballots for the election of the Vice President will be disseminated electronically to all active members of CLD. Ballots will be disseminated by **January 15, 2025**, and voting will close on **February 1, 2025**. Election results will be verified by the immediate past president and two other members of the council prior to notification of candidates. Results of the election will be published in the April issue of *LD Forum*. If you have any questions about the election process, please contact Dr. Margaret Flores, Immediate Past President, at **mmf0010@auburn.edu**.

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.

Candidate for the Position of Treasurer on the Executive Committee of the Council for Learning Disabilities

The Nominations and Elections Committee of the Council for Learning Disabilities is pleased to announce one highly qualified candidate for the position of Treasurer of the Council for Learning Disabilities, to be elected in the spring of 2025. Below please find a brief biography for the candidate.

Rebecca K. Shankland

Appalachian State University

Rebecca K. Shankland is an associate professor of special education at Appalachian State University where she teaches courses in reading and writing strategies, developing inclusive learning communities, and learning disabilities. She also supervises interns as they implement research-based practices in their classrooms. Research interests include co-teaching, content literacy instruction, struggling readers and writers, and the preparation of inclusive and reflective teachers using practice-based learning opportunities. Before coming to Appalachian State, she taught students with high-incidence disabilities at all grade levels in urban, suburban, and rural schools.

Dr. Shankland has been an active member of the Council for Learning Disabilities since 2009. She has presented at the conference many times, reviews conference proposals each year, served as the Secretary of the organization, supported the 2024 conference co-chairs as the Local Arrangements Committee chair, and has been a member of the Finance, Diversity, Membership, Leadership Development, and Communications Committees. Dr. Shankland values most the opportunities CLD has afforded her to collaborate with professionals in the field of learning disabilities. She looks forward to continuing to support CLD's focus on research and implementation of research-validated practices and advocacy for policies that support individuals with learning disabilities as the treasurer of CLD.

2025–2026 Election Information for the Treasurer of the Council for Learning Disabilities

This spring, the Nominations and Elections committee will oversee elections for the position of the Treasurer of the Council for Learning Disabilities. The Treasurer will serve a three-year term. If elected, the elected candidate shall:

1) *Be the custodian of all funds and shall maintain detailed accounts of all receipts and expenditures for which an accounting shall be rendered to the Annual Business Meeting, the BOT, and the EC at each regular meeting, or at any time when so requested by these bodies or by the President,*
2) *Assist the President-Elect in the preparation of the annual budget for recommendation by the EC and approval by the BOT, and*
3) *Recommend for approval to the BOT fiscal policies for the organization to follow that shall include banking and annual fiscal review procedures*

Ballots for the election of the Treasurer will be disseminated electronically to all active members of CLD. Ballots will be disseminated by **January 15, 2025**, and voting will close on **February 1, 2025**. Election results will be verified by the immediate past president and two other members of the council prior to notification of candidates. Results of the election will be published in the April issue of *LD Forum*. If you have any questions about the election process, please contact Dr. Margaret Flores, Immediate Past President, at **mmf0010@auburn.edu**.

Enhanced Anchored Instruction: A Radical Way of Teaching Problem Solving to Students with Learning Disabilities

Sam Choo, PhD
Assistant Professor, Department of Educational Psychology
University of Minnesota, Twin Cities

Many teachers would agree that problem solving is one of the most important mathematical skills, yet teaching problem-solving skills to students with learning disabilities (LD) has been a predominant issue in school math. Often appearing in word problems, problem solving is "a task for which the solution method is not known in advance" (National Council of Teachers of Mathematics, 2000, p. 52). There are many effective interventions and strategies to teach how to solve word problems, and some are specifically designed to support students with LD. For example, schema-based approaches can help students recognize text-based information and simplify complex situations (e.g., Cook et al., 2020; Powell, 2011).

For this column, I consider problem solving to be more than solving word problems. From a cognitive load theory perspective, "if one has ready access to a solution schema for a mathematical task, that task is an exercise and not a problem" (Schoenfeld, 1985, p. 74). Students—those with LD in particular—need systematic exercises (e.g., explicit instruction, schema-based instruction) to build robust mathematical foundations and fluency. Without additional opportunities to teach how to apply their mathematical knowledge and skills in solving unknown or novel problems, however, students are less likely to be equipped with the necessary skills for solving problems in the real world and in their future jobs, which are filled with unknown problems. To address the issue, I describe, or make sense of, one unconventional approach of teaching problem solving called *Enhanced Anchored Instruction* (EAI) in this column.

What is EAI?

First introduced by the Cognitive and Technology Group at Vanderbilt (1990), EAI has been developed and tested to improve problem-solving skills of students with or at risk for LD over the last 30 years (e.g., Bottge, 2001). EAI is a technology-based contextualized math intervention with hands-on applications rooted in situated learning theory and a project-based learning approach. Through a series of carefully designed instructional units, students first learn basic concepts and foundational skills in multimedia-based explicit instruction and then apply what they have learned to solve video-based problems (called anchors) in computer simulations and hands-on projects. EAI provides additional supports for students with LD to mediate slow academic progress and help them engage in the complexity of multimedia- and project-based learning activities. When implemented as intended by trained teachers, EAI can build strong basic skills and knowledge, and transfer to other situations through real-world applications for students with LD in both resource rooms and inclusive classrooms (Bottge et al., 2014, 2015).

Some of the original video-based anchored problems (e.g., the *Kim's Komet* episode of the Jasper Project) are available from the Center for Technology Transfer and Commercialization at Vanderbilt University (**https://jasper.vueinnovations.com**). An updated version of the EAI intervention package is also available through the University of Minnesota. EAI includes five instructional units focused on building students' understanding and skills of critical math areas that are aligned with middle school math standards, including rational numbers, proportional relationships, measurement and data, geometry, and problem solving. Each EAI unit systematically incorporates the use of explicit instruction, manipulatives (both virtual and offline), animated video tutors, movie stories, computer simulations, and/or hands-on activities. The suggested instructional days to complete all five EAI units are 60 days for 60-minute classes when implemented as a whole class instruction. To ensure high quality implementation fidelity, the intervention package includes teacher training modules, lesson plans, and supplemental materials. The teacher training modules provide structured instruction and information on how to teach EAI lessons, how to administer assessments, how to use the data dashboard, and how to utilize implementation resources. To learn more about the EAI intervention package, please watch the short **video clip** (~ 6 minutes), *Improving Math Performance*

(continued on page 6)

(**Enhanced Anchored Instruction,** *continued from page 5)*

with Engaging Problems, featured by the Council for Exceptional Children (CEC) (WebsEdge Science, 2019).

What does it look like to teach problem solving with EAI?

In EAI lessons, teachers first teach foundational math concepts and skills through the systematic, explicit instruction approach (see Gersten et al., 2008). For example, teachers follow EAI lesson plans to provide a series of scaffolded lessons (i.e., demonstration, guided and independent practice) with immediate feedback in teaching how to find equivalent fractions and calculate mixed numbers. The EAI package also includes self-paced animated video lessons in which students have additional opportunities to practice, and re-learn if needed, finding equivalent fractions and adding fractions (*see Figure 1*).

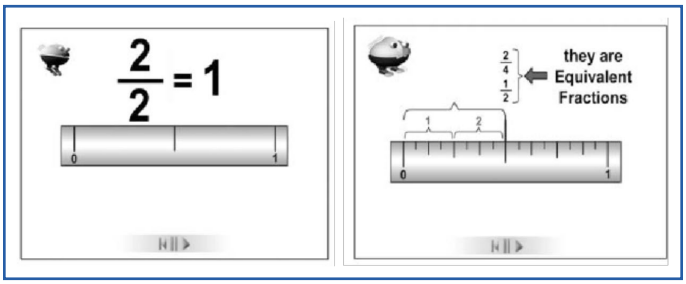

Figure 1. EAI Sample 1: Finding Equivalent Fractions.

Second, teachers use video stories to "anchor" or situate the math concepts and skills that students have learned and practiced in the context of problem solving. In EAI lessons, a video story serves as an "anchoring" tool to help students connect prior knowledge to an authentic problem-solving situation where students use math to solve problems. For example, teachers play a short video story showing three friends trying to build a skateboard ramp. The video shows a building plan with the cost of materials and specific measurements (*see Figure 2*). One unique feature of EAI is the role of embedded information in the video stories in the problem-solving process. To solve the "problem" of building a skateboard ramp, students need to identify the relevant information from the video (e.g., they need 4" x 8" plywood),

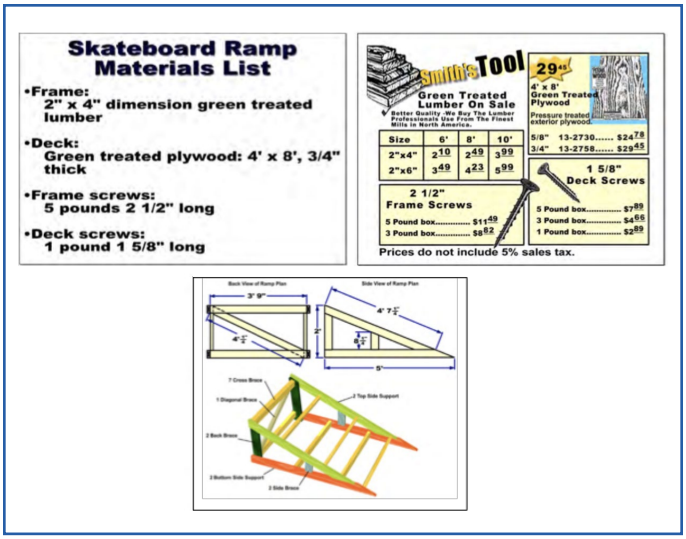

Figure 2. EAI Sample 2: Building Skateboard Ramp.

understand the information (e.g., the price of 6-ft 2" x 4" is $2.10, but they need to calculate 5% sales tax), and apply mathematical knowledge and skills in the context (e.g., students choose a list of materials to purchase and calculate the total cost with sales tax).

Third, teachers provide authentic activities in which students apply the math concepts and skills they have learned from the explicit instruction and practiced in the video anchor. In EAI lessons, there is a real-world application using a project-based learning approach. For example, to design and construct a "rollover cage" for a hovercraft base, students draw their building plans on a regular piece of paper and build a small model using straws. Then, students create a list of materials to build a real-size rollover cage using PVC pipe, calculate the total cost with sales tax, purchase proposed materials, and construct a large model (*see Figure 3*). Unknown, or novel, problems will frequently arise. Some students will realize that the sales tax in Minnesota is 6.875%, while others notice that there is no sales tax in Oregon. Some students use a ratio of 1:8, while their peers use a ratio of 1:16. Students might break one of the PVC pipes while constructing the large model, resulting in not having enough materials. Through these "problematic" situations, students can learn how to solve new, unique and unknown problems they might encounter in the real world.

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(**Enhanced Anchored Instruction,** *continued from page 6)*

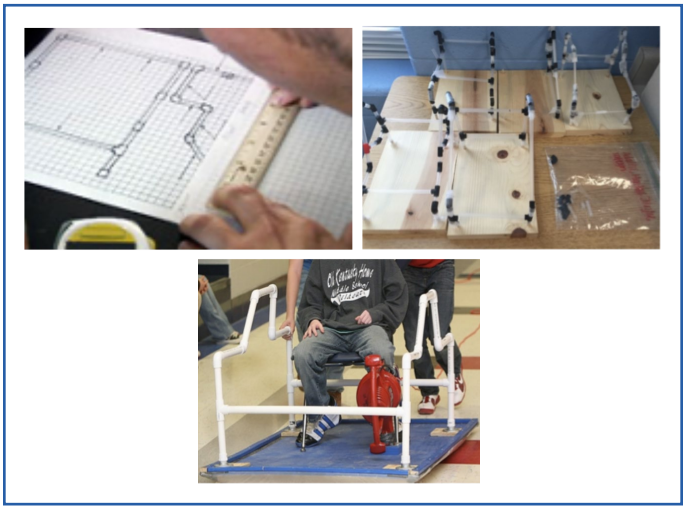

Figure 3. EAI Sample 3: Designing and Building Hovercraft.

Finally, please see the blog post from *Inside IES Research* (Institute of Education Sciences, 2021). You can read about how EAI research was conducted virtually during the COVID-19 pandemic, what EAI might look like in the classroom, and its resources.

Conclusion

Problem solving has been studied from different approaches and perspectives (e.g., heuristic). In the areas of evidence-based math instruction for students with LD, however, there seems to be an imbalance in teaching mathematical problem-solving strategies as compared to those aimed at helping students to solve problematic problems. Schoenfeld (2013) pointed out that problem solving in school math is not in practice as prominent as it should be; rather, conventional problem-solving strategies tend to be either too general or too specific to be useful outside of school settings. Unlike many school-based traditional problems, EAI problems consist of several subproblems that are unknown or novel when presented but embedded in authentic context. To solve EAI problems, students need to identify and understand each problem, locate relevant information from video stories for solving the problem, and use the information into a solution that makes sense. Reflecting on Schoenfeld's concern and common issues of teaching math to students with LD, I suggest teachers consider a radical way of teaching math through problem solving, such as EAI. I believe it will help many students who have not been successful in traditional school math, including those with LD, see how math is relevant to their lives, connect school math to the real world, and prepare them for future success.

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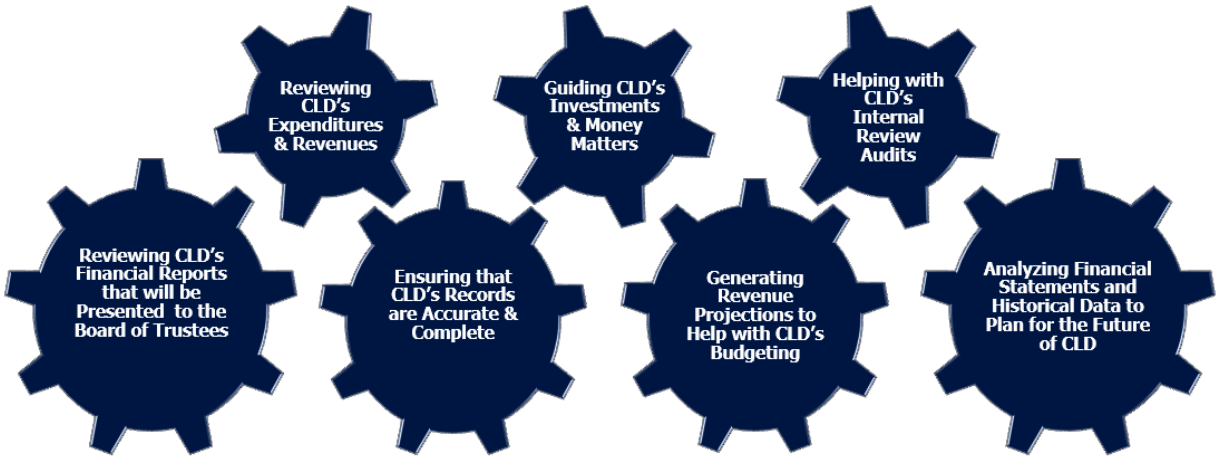
CLD Finance Committee Update

What Does the Finance Committee Do?

The Finance Committee Assists the Treasurer ...



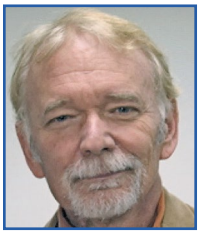
Have a Question About Research?

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*.

Leadership Development Committee Update

The Leadership Development Committee conducted the Leadership Institute the day before the 46th Council for Learning Disabilities conference in Charlotte, North Carolina. Eleven doctoral scholars and early career faculty spent the day networking and receiving guidance on developing research lines, grant writing, publishing, and entering the job market well prepared. These eleven individuals will now be eligible for Leadership Academy 14 in spring of 2025.

Ayodele Aborishade, *University of Nevada Las Vegas*
Jechun An, *University of Minnesota*
Seohyeon Choi, *University of Minnesota*
Kate Connor, *Western Michigan University*
Renee Gonzalez, *University of Northern Texas*
Travis Hammond, *University of Nevada Las Vegas*
April Hill, *Texas Woman's University*
Megyn Martin, *University of Missouri*
David Ray Miranda, *Purdue*
Shannon Pardue, *University of North Carolina – Charlotte*
Latesha Watson, *Temple University*

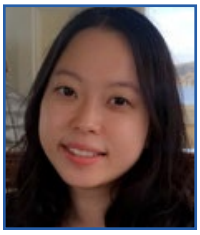


The **Brian Bryant Leadership Academy 13** was announced at the 46th International Council for Learning Disabilities conference in Charlotte, North Carolina. The Leadership Academy is now named for Brian R. Bryant, who was CLD president from 1995–1996. He served as co-editor-in-chief with his wife Diane P. Bryant for our CLD journal, *Learning Disability Quarterly*, for nine years. He was a research professor at The Meadows Center for Preventing Educational Risk and taught special education courses in the department of special education at The University of Texas. His many contributions to the disability field have been well recognized, yet it is his dedication to developing new leaders in the field for which we are honoring him. He was there when the Council for Learning Disabilities began and felt that the association stood apart from others for our journals, fiscal responsibility in always having a prudent reserve, and the conference that is small enough to build lasting relationships and develop new leaders in the field.

This newest academy of future leaders in the field of learning disabilities and within the Council for Learning Disabilities have each been assigned a mentor to work with them throughout the year. In their second year of the Leadership Academy, they will work together on a project. The following are the members of the Brian R. Bryant Leadership Academy 13:

Lola Aneke, a dedicated advocate and PhD student in special education at the University of North Texas (UNT), leads initiatives globally. As founder/CEO of the Comprehensive Autism and related Disabilities Education and Training (C.A.D.E.T.) Academy in Nigeria, she's at the forefront of inclusive education. A consultant for UNICEF and Mott MacDonald, Lola's impact transcends borders. She has organized the annual Global Inclusive Education Virtual Summer Camp in Nigeria since 2020, and addresses conferences worldwide. She also lectures as a guest lecturer to university students at UNT.

Roba Hrisseh, PhD, is an assistant professor of special education at Towson University. She earned her doctorate from George Mason University as an Office of Special Education Programs (OSEP) scholar. Before pursuing her doctoral studies, Dr. Hrisseh's career focused on implementation of assistive and educational technology for individuals with disabilities in K–12. Dr. Hrisseh's research interests center on assistive technology, educational technology, accessibility, UDL, computer science instruction for students with disabilities, and single-case design research methodology.



Joo Young Lee, PhD, is an assistant professor of special education at the University of Maine. Her research focuses on mathematics interventions for students with learning disabilities, with a specific emphasis on mathematical language development. Her recent work investigates how students' written communication for mathematical reasoning can be effectively facilitated through self-regulated strategy development and assessed to make informed instructional decisions. Prior to her current position, she earned her PhD from the Pennsylvania State University and served as a postdoctoral researcher at the University of Maine.

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*(**Brian R. Bryant Leadership Academy 13,** continued from page 9)*

Catharine Lory, PhD, is an assistant professor of special education in the Department of Early Childhood, Multilingual, and Special Education at University of Nevada, Las Vegas. Her scholarship focuses on (1) addressing the needs of individuals with autism and developmental disabilities through identifying and developing effective assessments and interventions, and (2) promoting equitable access to high quality education and services by partnering with and empowering communities to engage in inclusive practices. She currently serves as a co-chair on CLD's Membership Committee.

Kimberly McFadden is a doctoral student in special education at Lehigh University. Her research focuses on reading interventions for secondary students, with particular emphasis on word reading interventions. Before beginning her program at Lehigh, Kimberly was a special education teacher in grades 6–12, in both public and private school settings. She earned a BS in Middle Level and Special Education as well as an MEd in Reading with reading specialist certification at East Stroudsburg University.

Reagan L. Mergen, PhD, is a research associate in the Educational Psychology Department at University of Minnesota. She has over 15 years of experience as an educator in a variety of settings including K–12 public schools and institutions of higher education. Reagan's research interests include educational technology and evidence-based practices to promote learner agency and outcomes in mathematics and literacy interventions, and preparing teachers to educate all learners through universally designed and culturally responsive practices. Reagan is a member of several professional organizations and is the co-editor of the New Times for DLD, a publication of the Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC). She also served as president of the PhD in Education Student Organization (PESO) at George Mason University.

Marilyn Roberts is a PhD candidate in the College of Professional Education, Special Education department. A dedicated special educator, her research interests are culturally responsive instructional practices that promote equitable and inclusive learning environments for students with disabilities. Currently, she serves as a special education instructional coach in a large, urban school district, an adjunct clinical field supervisor at Texas Woman's University, and as an adjunct assistant professor in special education. She is committed to contributing to the development of pre-service teachers and to providing professional development and instructional coaching for classroom teachers and administrators who are responsible for educating the growing body of diverse learners, especially those with disabilities.

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 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.

Vision Statement: All individuals with learning disabilities are empowered to achieve their potential.

Membership Committee Update

The CLD Membership Committee develops strategies for the recruitment and retention of CLD members. Currently, CLD has a membership of 205 individuals. At the 2024 CLD conference in Charlotte, North Carolina, the Membership Committee co-chairs had a great brainstorming and discussion session with the Board of Trustees to increase new membership and retain current members. Strategies include partnering with state/local educational agencies and national technical assistance centers for conference activities, obtaining feedback from conference attendees about what they value in CLD, and engaging in personal communications with CLD members to promote meaningful connections within CLD.

Throughout the conference, the Membership Committee members displayed a poster and presentation slide at the registration table to share information about the committee's purpose, activities, current members, and upcoming meetings. Committee members also reached out to individuals who were relatively new members of CLD, to introduce and invite them to join the committee's work. The committee is happy to share that we will be welcoming some new members to the committee, who will be introduced below along with current members.

In addition, the Membership Committee will be collaborating with the **Brian Bryant Leadership Academy Cohort 13** to pilot new retention strategies. Stay tuned for future updates!

David Ray Miranda (new member, welcome!) is a fourth year doctoral candidate at Purdue University. David is a board certified behavior analyst and his research interests focus on how parents and professionals can incorporate student interests into the services they provide.

Kimberly McFadden (new member, welcome!) is a doctoral student at Lehigh University. Her research focuses on foundational reading skills interventions for secondary students with learning disabilities.

Travis Hammond (new member, welcome!) is a doctoral student at University of Nevada, Las Vegas. He is interested in exploring AI-assisted solutions to enhance teaching practices and reduce teacher burnout in special education.

Kate Connor (new member, welcome!) is an assistant professor of special education at Western Michigan University. Her research interests include sustained professional learning opportunities in literacy for special and general education teachers.

Joo Young Lee (new member, welcome!) is an assistant professor of special education at the University of Maine. Since 2013, she has been a member of CLD, and she hopes her experience and dedication will help increase CLD membership while enhancing people's experiences and activities at CLD.

Qingli Lei (current member) is a bridge-to-faculty postdoctoral fellow in the Department of Special Education at the University of Illinois Chicago. Her research interests include developing culturally responsive mathematics interventions for students with disabilities.

Jennifer E. Smith (committee co-chair) is a clinical associate professor of special education at Purdue University and founding co-director of Purdue's Center for Research and Equipment for Assistive Technology in Education. Her work focuses on teacher preparation and developing positive teacher-student-family relationships.

Catharine Lory (committee co-chair) is an assistant professor of special education at University of Nevada, Las Vegas. Her work focuses on designing effective supports to enhance the outcomes of individuals with autism and developmental disabilities and preparing culturally responsive educators.