



A Publication of the Council for Learning Disabilities

February 2025

## President's Message



Hello CLD members and friends,  
I hope that you've all had a good start to 2025 and had a restful holiday season. We are quickly approaching the middle of the academic year and the halfway point of my tenure as president of CLD. Because of this, I wanted to share some

work that our members and committees have accomplished, as well as my focus for the remainder of my term.

As you know, we had a successful conference in October 2024. The Conference Planning Committee and Dr. Alyson Collins, CLD vice president, are already busy planning our October 2025 conference. If you are interested in presenting, the [Call for Proposals is on our website](#), with proposals due February 28th.

Our Information and Communications Technology Committee developed guidelines for posting on CLD's website and social media platforms. More information will be available about this in the near future, including a form to complete. The Leadership Development Committee, in conjunction with other leaders, also renamed the Leadership Academy to the Brian Bryant Leadership Academy in memory and honor of his dedication to the field and CLD.

If you'd like to learn more about committees or join one in service to CLD, our [website includes information about each and the chair's or co-chairs' contact information](#). If you'd like to volunteer but are unsure of how or where, you are more than welcome to email me at [sara.flanagan@maine.edu](mailto:sara.flanagan@maine.edu).

As we continue on in 2025, my primary focus for CLD will be on supporting and increasing our membership. Personally, as a doctoral student first attending a conference over 10 years ago, I was "hooked" on CLD over other orga-

nizations because of the welcoming, supportive atmosphere where I could have engaging conversations with other doctoral students, faculty, researchers, and other leaders in our field. Many of those I met in my first few years in CLD are ones I continue to collaborate with now. CLD aided in developing me as a leader and as a scholar. I urge you to share your "why"—why you joined and continue to be a member of CLD with your colleagues, students, teachers you work with, and others to continue the strong legacy of CLD and advocating for individuals with learning disabilities.

I look forward to sharing even more updates in the next issue of *LD Forum*. Please do not hesitate to reach out to me if I can be of any service.

**Sara Flanagan**  
2024–2025 CLD President

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# SAVE THE DATE

## 2025 INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES

October 16–17, 2025 • Salt Lake City Marriott City Center



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**Informative Panel Presentations**

**Meaningful Roundtable Discussions**

**Interactive Poster Sessions**

**Engage with colleagues from  
across the country**

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## *Things To Do in Salt Lake City*

Great variety of restaurants, bars, and breweries downtown, including:  
Caffe Molise • Red Iguana • Caputo's • Gourmandise • Red Rock Brewing • Squatters

Leonardo Museum • Hogle Zoo • Natural History Museum of Utah

Red Butte Gardens • The Great Salt Lake and Salt Palace

Great hiking trails minutes from downtown

Temple Square Historic Site

Six national parks within 5-hour drive

Easy public transportation from airport to downtown and beyond

**Submit a Proposal >> <https://cld.simpleselect.com>**

# Call for Proposals for the 47th International Conference on Learning Disabilities

**October 16–17, 2025 | Salt Lake City, Utah**

**DEADLINE FOR SUBMISSION: February 28, 2025**

The Council for Learning Disabilities' 47th International Conference on Learning Disabilities will focus on the education of individuals with learning disabilities (LD) from birth through adulthood, including students with LD from diverse cultural and linguistic backgrounds and those at-risk for LD. 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), social/emotional development, and behavioral factors. Additionally, scholarly inquiry, practices 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 and at-risk for LD from diverse cultural and linguistic backgrounds. We encourage proposals that consider the engagement of critical stakeholders in the education of students with LD (including parents and families, general education teachers, and paraeducators). We also encourage proposals that provide innovative ideas to the field of LD related to a deeper understanding of intersectional variables (e.g., eligibility and classification processes; emotional or behavioral factors; inclusive classroom practices) that impact the outcomes of students with LD as well as those at-risk for LD.

## **Assessment**

Proposals for Assessment sessions should clearly describe the theoretical underpinnings and research base for an assessment practice. This may include proposals examining assessment for eligibility or instructional assessment such as progress monitoring and data-based instructional approaches. Proposals under this topic may also investigate aspects of 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 and at-risk for LD. Interventions proposed could focus on the academic, behavioral, social-emotional, and/or transitional needs of students with LD (e.g., math, reading, or writing interventions; positive behavioral supports; motivational practices that promote emotional development; interventions that support 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 teacher preparation (e.g., evidence-based practices for preparing teachers to work with individuals with or at-risk for LD, their advocates, and their families). Proposals under this topic may also explore how to enhance the skills of higher education faculty and/or researchers by exploring advanced methodologies in the field of LD. This may include strategies and procedures for how to (a) read and/or synthesize research articles, (b) form and effectively collaborate within a research team, (c) design and conduct rigorous research that provides evidence for interventions, (d) explore factors that influence educational practices and assessment of students with LD, or (e) effectively report research findings.

## **Legislation, Litigation, and Policy**

Proposals for Legislation, Litigation, and Policy sessions should address the impact of regulations on the educational

*(continued on page 4)*

*(Call for Proposals, continued from page 3)*

services for individuals with LD. Proposals under this topic may also examine legislation and policies that directly impact professionals who serve individuals with LD at the local, state, and federal levels. Presentations that would be relevant to leaders at the individual school level are appropriate as well.

#### Session formats will include:

- Panels
- Roundtables
- Interactive Papers (posters)

#### Click these links to get started:

[Call for Proposals](#)

[Proposal Submission Portal](#)

#### Deadline for Submission:

February 28, 2025

For more information on the upcoming conference and our organization, please see our website at <https://council-for-learning-disabilities.org/>. Registration and hotel information will be posted as it becomes available later in the spring. We hope you can join us in October!

#### Contact Information for Questions

Questions about the Call for Proposals and submission guidelines may be directed to Dr. Alyson Collins, Conference Program chair and CLD vice president, at [alysonacollins@txstate.edu](mailto:alysonacollins@txstate.edu).

Inquiries about volunteering and supporting the CLD conference may be directed to the Conference Planning Committee co-chairs, Dr. Randa Keeley at [rkeeley@twu.edu](mailto:rkeeley@twu.edu), and Dr. Cynthia Massey at [cynthiamassey@georgiasouthern.edu](mailto:cynthiamassey@georgiasouthern.edu).

## Call for Proposals: 2025 Early Career Research Award

To promote and recognize research, the Council for Learning Disabilities annually presents an award for an outstanding manuscript-length paper on learning disabilities based on a doctoral dissertation completed within the last five (5) years. Submissions for the 2025 Early Career Research Award are due by May 31, 2025. The award will be presented at the 2025 International Conference on Learning Disabilities in Denver, Colorado.

#### Award

The recipient will receive a \$1,000 honorarium, plaque, and free conference registration. The award winner must be able to attend the CLD 2025 Conference to present their research, and will be invited to submit their paper to Learning Disability Quarterly.

#### Submissions

To be eligible, the manuscript must be based on a doctoral dissertation completed within the last five years. The manuscript may be submitted for publication (e.g., under review), but manuscripts that have already been accepted or published are not eligible for consideration.

Submissions cannot be made by a second party on behalf of the author. Each submission should include:

1. Cover letter clearly indicating author's name and contact information, dissertation title and key words, degree-granting institution, major advisor, and year degree conferred.
2. Anonymized copy of manuscript not to exceed 40 pages, including title page, abstract, tables, figures, and references. Manuscript should be submitted in Word or PDF format.

Incomplete submissions or manuscripts that exceed the page limit will not be reviewed.

**The required materials should be submitted by the author to:** Dr. Nathan A. Stevenson, CLD Research Committee Co-Chair, Kent State University, [nsteve15@kent.edu](mailto:nsteve15@kent.edu).

#### Timeline

The deadline for submission of papers is **May 31, 2025**. Submissions received after this date will not be reviewed. The award winner will be notified by July 15, 2025.

## CLD Diversity Committee Updates

During the CLD 2024 annual conference in Charlotte, North Carolina, the Diversity Committee hosted a poster in place of a regular committee meeting to display our committee's recent collaborative publications and current/ongoing projects. The Diversity Committee currently has four collaborative teams working on research and/or projects related to supporting students with learning disabilities from diverse backgrounds. The committee met virtually on Wednesday, January 22, 2025, to connect with each other as many mem-

bers were not able to make it to the conference in person. This meeting also provided opportunities for committee members to join current teams or form new collaborative teams. 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](mailto:yhsiao@wsu.edu). Happy 2025!

**Yun-Ju Hsiao**  
**Diversity Committee Chair**

## 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](mailto: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*.

## 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.