



A Publication of the Council for Learning Disabilities

April 2025

President's Message



Hello CLD members and friends,

In Maine, we are experiencing “mud season” with the melting snow. Mud season reminds me that, while things may seem bleak and messy now, spring with warmer days and beautiful sunsets always follows. This has resonated with me even

more this year as I lead CLD and navigate the complexities of education. CLD has been, and continues to be, a powerful voice for individuals with learning disabilities.

I would also like to congratulate our two newest elected executive committee members. Dr. Nate Stevenson was elected vice president after previously serving as the co-chair of the Research Committee and supporting the in-progress in roundtables at our conference. Dr. Rebecca Shankland will be our new treasurer; Dr. Shankland served on the Finance Committee and in supporting our conference. Thank you both for your continued service to CLD!

The Board of Trustees meets in April to provide updates and explore how to continually support our membership, conference, and larger organization. If you'd like to become more involved with CLD, you can learn more about committees or join one. Our website includes information about **each committee 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.

If you are a doctoral student or early career faculty member who would like to become more involved in CLD including in future leadership roles, I encourage you to consider applying to the **CLD Leadership Institute**. My own CLD journey began with participation in a similar program through CLD as a doctoral student. Applications are due on May 31st, 2025.

In the last issue, I challenged you to share your “why” of being a CLD member to inspire others to join CLD and attend our fall conference. I continue to urge you to share your

“why” with others to demonstrate the value of CLD with your colleagues, students, teachers you work with, and others to continue the strong CLD legacy of advocating for individuals with learning disabilities. For example, this might be attending the conference, developing research and grant collaborations across campuses, and meeting colleagues who become friends. No “why” is too small.

By the time you read this, Dr. Alyson Collins (current vice president and program chair) and the conference reviewers will be preparing to review proposals for our **October 2025 conference** in Salt Lake City, Utah. The Conference Planning Committee has been working all year to prepare an amazing conference for us. I am already looking forward to the conversations and collaborations that occur at each conference.

Please do not hesitate to reach out to me if I can be of any service.

Sara Flanagan
2024–2025 CLD President

<i>In This Issue . . .</i>	
President's Message	1
Save the Date – 2025 Conference	2
2025 Early Career Research Award Submissions.	3
CLD Leadership Institute Applications.	3
CLD Advocating Inside the Beltway	4
Ask CLD Research	5
Diversity Statement.	5
CLD Mission & Vision	5
2024–2025 CLD Board of Trustees	6

SAVE THE DATE

ENHANCING EDUCATION AND ENRICHING LIVES FOR INDIVIDUALS WITH LEARNING DISABILITIES – 2025 INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES –

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



CLD is thrilled to invite you to the 47th International Conference on Learning Disabilities, taking place October 16–17, 2025, at the beautiful Marriott City Center in Salt Lake City. This premier event brings together educators, researchers, advocates, and professionals dedicated to advancing the field of learning disabilities and improving outcomes for individuals with learning challenges.

Join us for three days of inspiring keynote speakers, engaging breakout sessions, and networking opportunities with experts and peers who share your passion. Whether you are an educator seeking innovative strategies, a researcher eager to discuss groundbreaking studies, or a policymaker looking for actionable insights, this conference offers something for everyone.

Why Attend?

- **Cutting-Edge Research:** Gain insights from the latest studies in learning disabilities and special education.
- **Professional Development:** Enhance your skills through hands-on workshops and informative sessions.
- **Networking Opportunities:** Connect with leaders, educators, and advocates in the field.
- **Innovative Solutions:** Discover new tools and resources to support learners with diverse needs.
- **Brian Bryant Leadership Academy and Leadership Institute:** Participate in leadership development programs designed to empower professionals in the field.

Don't miss this chance to be part of a dynamic community committed to empowering individuals with learning disabilities. Be on the lookout for the registration email and secure your spot at CLD 2025!

**For more details and to register, visit CLD's Conference Website.
We look forward to seeing you in Salt Lake City!**

2025 Early Career Research Award Submissions

To promote and recognize research, the Council for Learning Disabilities annually presents an award for an outstanding journal-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 Salt Lake City, Utah.

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; and
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

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.

Applications for the CLD Leadership Institute 2025 Are Open!

On behalf of the CLD Board of Trustees, The CLD Leadership Development Committee (LDC) is pleased to announce the CLD Leadership Institute (LI), to be held on October 15, 2025. The Leadership Institute will be held in Salt Lake City, Utah, the day before our 47th International Conference on October 16–17.

Given the changing landscape of the field of learning disabilities and an increasingly competitive job market, this institute is a networking opportunity that will help doctoral students and early career faculty focus their goals and interests. This free day-long CLD event is limited to doctoral students and early career faculty. Applicants should have an interest in becoming involved in CLD activities such as committee work and serving on the Board of Trustees.

The Institute is available for participants who have not previously attended the Institute to give newly interested people an opportunity to attend. Questions about the CLD Leadership Institute should be directed to the Leadership Development chair, Donna Sacco, at dmsacco60@gmail.com.

Cost: There is no cost to attend the CLD Leadership Institute (LI) for eligible participants.

CLD Conference: Participants who attend the LI must also register for the CLD conference (one day or full), which starts the day after the LI, and are responsible for paying their conference registration fee and hotel expenses. See the CLD website for conference registration and hotel accommodations information.

Individuals who are interested in applying for the Leadership Academy Cohort 15 in 2026 will need to attend the Leadership Institute in 2025.

The application for attendance at the LI is available by following the link below. The deadline is **May 31, 2025**.

Application link: Leadership Institute

The Leadership Institute is partially funded by the Hammill Institute on Disabilities. CLD is thankful for their commitment to this program.

In addition, those who attended last year's Leadership Institute in Charlotte are eligible to apply for Leadership Academy 14.

Application Link: Leadership Academy 14

CLD Advocating Inside the Beltway: NJCLD Dept of Education Statement Feb 2025

CLD Liaison Committee co-chairs Roberta Strosnider and Debi Gartland having been busy working with sister organizations since the November presidential elections to advocate for and with individuals with learning disabilities, their families, and others who support them, including school personnel. Below is an example of their collaborative efforts to maintain the rights for students with LD afforded under IDEA 2024.

The National Joint Committee on Learning Disabilities (NJCLD) supports the function and role of the US Department of Education (ED) as it strives to guarantee every student receives a high-quality education that meets rigorous academic standards regardless of status. In order to ensure every student is both college- and career-ready, as well as a productive citizen in the competitive global market, the ED is vital in fostering educational excellence.

The NJCLD supports the role of the ED’s oversight of education policies and programs at the state and local level, which promotes high standards and seeks to remove barriers to ensure access to educational opportunities for all students, including those with learning disabilities, across the lifespan.

The ED provides regulatory guidance, oversight and funding to State and Local Education Agencies (SEAs and LEAs) to assist them in meeting federal education laws such as the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). While education agencies should have the flexibility to implement policies specific to their communities, the ED plays a critical role in managing practices consistent with applicable federal legislation.

The ED, through the Office for Civil Rights, also works to prohibit discrimination and ensure equal access to education for all students in preschool through postsecondary education. By monitoring compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act (ADAAA 2008), and the Higher Education Act

(HEA), the ED plays a critical role in the development of policies that impact all students, including students with disabilities, students in poverty, English Learners (ELs), and other students at risk.

Additionally, research and innovation are an integral part of the role of ED. Through financial resources and grant monies distributed by the Institute for Education Science (IES), the Office of Special Education and Rehabilitative Services (OSERS) and the Office of Special Education Programs (OSEP), the ED fosters research and innovation at the federal level. ED then disseminates the results to assist stakeholders in the decision-making process, including through higher education, which is made financially accessible for all students through the federal student loan program.

The ED provides resources and data that improve the quality of education for all students by sustaining and expanding high-quality research on effective instruction including examining oral language, listening and reading comprehension, mathematics, written expression, and social-behavioral competence; reliable and valid assessment processes; and appropriate accommodations.

NJCLD recognizes that high-quality, evidence-based general education for all students is in the best interests of students with learning and other disabilities. NJCLD member organizations are committed to improving results and outcomes for people with disabilities of all ages. NJCLD supports programs that serve millions of individuals with disabilities, as well as their families. The ED’s oversight ensures compliance with federal disability education policies that help improve results and outcomes for individuals with disabilities.



National Joint Committee on Learning Disabilities

Providing collaborative leadership and
resources to optimize outcomes for
individuals with learning disabilities.

NJCLD.org



This is an official document of the National Joint Committee on Learning Disabilities (NJCLD). The following are the member organizations of the NJCLD: Academic Language Therapy Association, American Speech-Language-Hearing Association, Association of Educational Therapists, Association on Higher Education and Disability, Council for Learning Disabilities, Division for Communicative Disabilities and Deafness, Division for Learning Disabilities, International Dyslexia Association, Learning Disabilities Association of America, National Association of School Psychologists, National Center for Learning Disabilities, and The Reading League.

The mission of the National Joint Committee on Learning Disabilities (NJCLD) is to provide multi-organizational leadership and resources to optimize outcomes for individuals with learning disabilities.

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*.

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.

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.

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