



2010 CALL FOR PROPOSALS

*32nd International Conference on Learning
Disabilities*

Myrtle Beach, SC

October 8th & 9th, 2010

Practices for Promoting Positive Change: Meeting the Needs of Struggling Learners

The Council for Learning Disabilities (CLD) invites proposals from the full range of professionals who serve individuals with learning disabilities, including classroom teachers, administrators, speech/language pathologists, diagnosticians, researchers, higher education teacher preparation faculty, consultants, and others.

PROPOSAL TOPICS AND STRANDS

Presentations are invited for:

EFFECTIVE PRACTICES IN COLLABORATION AND INCLUSION

Presentations focus on models of effective collaboration for students with special learning needs. Presentations focus on research and best practices in collaboration, inclusion, and co-teaching to support students who have learning disabilities, are at-risk, or have other special learning needs.

EVIDENCE-BASED PRACTICES IN LITERACY

Presentations focus on evidence-based practices to support students who are struggling to read and write at all grade levels. This strand highlights the use of assessment measures to diagnose reading and writing disabilities and inform responsive instructional decision-making for struggling learners. Presentations emphasize the use of practices that align with state standards and evaluations. Presentations that address technology to support assessment and instruction are also encouraged.

EVIDENCE-BASED PRACTICES IN MATHEMATICS

Presentations focus on evidence-based practices to support students who are struggling with mathematics at all grade levels. This strand highlights the use of assessment measures to diagnose written mathematics disabilities and inform instructional decision-making for struggling learners. Presentations emphasize the use of practices that align with state standards and evaluations. Presentations that address technology to support assessment and instruction are also encouraged.

EFFECTIVE CONTENT AREA INSTRUCTION (SCIENCE AND SOCIAL STUDIES)

Presentations focus on evidence-based practices and instructional accommodations that teach elementary, middle, and high school students how to effectively learn concepts in content areas (science and social studies) in general education classrooms. Presentations that address technology to support universal design and access are also encouraged.

EVIDENCE-BASED PRACTICES IN BEHAVIOR INTERVENTIONS AND POSITIVE BEHAVIORAL SUPPORTS

Presentations focus on the planning, implementation, and evaluation of effective schoolwide, classroom, and/or individual student behavioral techniques. Presentations highlight behavioral or social skills interventions that support students who have learning disabilities, are at-risk, or have other special learning needs.

RESPONSIVE PRACTICES IN CULTURAL AND LINGUISTIC DIVERSITY

Presentations focus on responsive and effective practices to support the education of students with learning disabilities from culturally and linguistically diverse backgrounds. Presentations may also address response to intervention (RTI) practices that are effective for culturally and linguistically diverse students.

EVIDENCE-BASED PRACTICES IN TRANSITION

Presentations focus on transitions throughout the lifespan and include topics such as families, self-advocacy, futures planning, post-secondary education, interagency collaboration, and other related topics. Presentations that address the unique needs of secondary and college-age students with learning disabilities are encouraged.

NONVERBAL LEARNING DISABILITIES AND AUTISM SPECTRUM DISORDERS

Presentations focus on effective practices to support the education of students with nonverbal learning disabilities and autism spectrum disorders. Presentations may also focus on issues in assessment and identification of nonverbal learning disabilities and autism spectrum disorders.

CURRENT ISSUES, RESEARCH, AND POLICY IN SPECIAL EDUCATION

Presentations focus on current research, issues, and policy in special education and learning disabilities nationally and internationally. Presentations may also focus on current issues in assessment and identification of individuals with learning disabilities, including response to intervention (RTI), and the preparation and support of education professionals, including mentoring and induction programs for beginning teachers.

CURRENT ISSUES IN SCHOOL ADMINISTRATION

Presentations focus on practices for administrators that relate to the effective delivery of services to students with learning disabilities. Presentations also focus on how evidence-based practices for students with LD can be aligned with school-wide initiatives for all students.

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

1. Complete the proposal form. All information must be typewritten.
2. Speakers can only be listed as a lead presenter once. All presenters must register for the conference.
3. Complete the FINAL CHECK to ensure that all requested information is included.
4. Mail proposals to CLD by *Monday, February 1, 2010* (no faxes, please). Also, email an electronic version of your proposal to mcprovost@bellsouth.net. **In the body of the email**, please provide the title, a 50 word abstract, and all presenters' names, affiliation, and affiliation city/state (no attachment). See final check for details.

REVIEW PROCESS

The Program Committee, including the Program Chair, the appropriate Strand Chair, and others knowledgeable about the topic, will review proposals. Only complete proposals will be considered. All proposals must have supporting literature. The Program Committee is seeking presentations that are unique and innovative. Preference will be given to proposals providing sound empirical or theoretical support for the topic. A broad array of topics that are appropriate for the learning disabilities field and that encourage a variety of presentation formats will be selected. The Session Leader will be advised by email of the Program Committee's decision by the end of May 2010.

32nd International Conference on Learning Disabilities

Myrtle Beach, SC
October 8th & 9th, 2010



PROPOSAL
Due Monday, February 1, 2010

Please type information

TITLE OF PROPOSAL (10 words or less):

ABSTRACT (50 words or less):

STRAND (Check the strand that best describes your proposal)

Effective Practices in Collaboration and Inclusion

Evidence-Based Practices in Literacy

Evidence-Based Practices in Mathematics

Effective Content Area Instruction (Science and Social Studies)

Evidence-Based Practices in Behavior Interventions and Positive Behavior Supports

Responsive Practices in Cultural and Linguistic Diversity

____ Evidence-Based Practices in Transition

____ Nonverbal Learning Disabilities and Autism Spectrum Disorders

____ Current Issues, Research, and Policy in Special Education

____ Current Issues in School Administration

PRESENTATION FORMAT PREFERENCE (select one)

____ Roundtable Discussion (1 hr. session)

____ Regular Presentation (1 hr. session)

____ Panel Discussion ____ 1 hr. or ____ 2 hr. session

____ Poster Session (1 hr. session)

____ Mini-Workshop (2 hr. session)

Would you be willing to accept another format? ____ Yes: type _____ ____ No

AUDIOVISUAL

Audiovisual equipment will be arranged with the hotel or an outside vendor. After a contract is negotiated, CLD will inform speakers as to what equipment will be available and if there will be any associated fees. Please indicate your preference for equipment below to assist us in negotiating a contract that meets your needs.

____ Overhead projector _____ LCD projector ____ Projection screen (standard)

Do you need wireless Internet access for your presentation? ____ Yes ____ No

PROPOSAL DESCRIPTION (Attach a description of your proposal 250–300 words)

1. Research proposals should include a brief explanation of the research and results. When appropriate, a classroom application component should be included.
2. Instructional/behavioral practices and programs proposals should describe the procedures/programs and materials and include supporting literature and/or research.
3. Assessment practices proposals should describe the measures and their use for identification or instructional decision-making purposes.

CONTACT INFORMATION (Please use address where we can reach you year round.)

Session Leader _____

University/School/Company Representing (if applicable) _____

University/School/Company Location City/State _____

Title _____

Year Round Address _____

City _____ State _____ Zip _____ Phone (____) _____

e-mail _____ (CLD will communicate with the session leader primarily through email.)

Session Presenters _____

University/School/Company Representing (if applicable) _____

University/School/Company Location City/State _____

Title _____

Address _____

City _____ State _____ Zip _____ Phone (____) _____

e-mail _____

(Attach separate sheet for additional session participant names.)

NOTE: ALL PRESENTERS MUST REGISTER FOR THE CONFERENCE.

If this proposal is accepted, I agree to make the presentation at the assigned time. *I understand that acceptance of the proposal does not exempt me from paying conference registration.* I further understand that I might be responsible for fees associated with internet access and audiovisual equipment, other than standard overhead projector and screen.

Signature of the Session Leader

Date

FINAL CHECK

Incomplete proposals or proposals that do not follow the instructions will be returned to the Session Leader. Please double-check the contents of your proposal.

- √ 3 copies of the completed Proposal
- √ 3 copies of the 250–300 word proposal description
- √ Mail (please do not fax) hard copies of the proposal by *February 1, 2010* to:

**Conference Director
Council for Learning Disabilities
PO Box 2266
Mount Pleasant, SC 29465**

- √ Email an electronic version of the proposal by *February 1, 2010* to mprovost@bellsouth.net. In the body of the email, please provide the title, 50-word abstract and all presenters' names, affiliation, and affiliation city/state.

YOU CAN DOWNLOAD FORMS FROM THE CLD WEBSITE: www.cldinternational.org