



Research, Teaching and all that JAZZ!

**30th International Conference on
Learning Disabilities
October 3-4, 2008
Hyatt Regency Crown Center Hotel
Kansas City, MO 64108**

Welcome to the 30th International Conference on Learning Disabilities hosted by the Council for Learning Disabilities (CLD). This year, CLD celebrates 30 years of excellence by maintaining our conference tradition of offering high-quality topical sessions that are responsive to important issues and inclusive of effective, research-based practices in the field of learning disabilities. Our conference theme, Research, Teaching and All That Jazz reflects the focus of the conference, which features topical sessions, workshops, a keynote speaker, and special sessions. We are pleased that collaborative efforts between CLD and the Local Arrangements Committee have contributed to the quality of conference offerings. Don't miss the 30th CLD conference that focuses on research-based practices for teaching individuals with learning disabilities to be successful learners in all environments.

Of special interest to:

- Special educators
- General educators
- Teacher educators
- Speech/language clinicians
- Researchers
- Paraeducators
- Administrators
- Consultants
- State agency personnel
- Students
- Parents

The Council for Learning Disabilities – serving professionals in the field of learning disabilities for more than 30 years through conferences, publications, and other professional development activities extends a special invitation for you to attend our conference.



Conference Highlights

Friday, October 3

FULL-DAY PROFESSIONAL DEVELOPMENT INSTITUTES (4)

ADI 1: Makes Sense Strategies

Makes Sense Strategy (MSS) “Smart-sheets” have been characterized as “graphic organizers on steroids!” The workshop will focus on a wide array of

Smart-sheets for reading comprehension, process writing, vocabulary, essential understandings of content subjects, math, project-based learning, and behavior/social literacy. It will also address why they work and various instructional routines for using them. Unlike traditional graphic organizers, Smart-sheets contain embedded semantic prompts that cue students to engage in specific strategic processes, apply critical thinking and information processing skills, and think about topics they are learning in various essential ways.

Participants will be provided, free of charge, a copy of the Makes Sense Strategies software (a \$200 value), so they should bring to the workshop a laptop that has Adobe Reader, Microsoft Word, and Power Point programs loaded on to them as well as an extension cord.

The workshop is most appropriate for teachers working with students at the intermediate-through high school levels. It is also highly appropriate for faculty interested in pre-service teacher-education.

Ed Ellis, University of Alabama

ADI 2: Instructional Coaching

For the past nine years, researchers and practitioners at the University of Kansas Center for Research on Learning have been developing and evaluating a model for providing onsite professional learning. The result of this study is the identification of several activities that instructional coaches employ to facilitate teachers’ learning new teaching practices. This presentation will provide an overview of the components of coaching — (a) enroll, (b) identify, (c) model, (d) observe, (e) explore, (f) support, and (g) reflect — and introduce the partnership principles that represent the theoretical framework for this approach to coaching.

Jim Knight, the University of Kansas Center of Research on Learning

ADI 3: “Well of course I can write now. Somebody taught me how!” Effective writing instruction: Translating Research into Practice.

During this interactive writing workshop, participants will understand and appreciate the most common difficulties experienced by struggling writers, including students with learning disabilities. Participants will also learn what current research suggests are the essential components of effective writing instruction for all students, including those who find writing challenging. Participants will discover how Self-Regulated Strategy Development, an evidence-based instructional model, can improve students’ writing performance and attitude. Practical classroom

implementation will be demonstrated and multiple resources will be provided.

*Tanya Santangelo, Rowan University
Bruce Saddler, University at Albany – State University of New York*

ADI 4: Co-teaching

This preconference workshop is designed for special education teachers and general education teachers who are co-teaching currently, or might find themselves co-teaching in the future. Co-teaching partners are invited! The goals of the workshop are:

- Develop understanding about where co-teaching “fits” within a school/district support services design (responding to NCLB/IDEA and highly qualified teacher requirements)
- Develop knowledge about co-teaching roles and responsibilities
- Develop knowledge about instruction within a co-teaching context that meets needs of diverse learners
- Develop understanding about challenges and solutions to co-teaching success

Content of the workshop will cover strategies for successful co-teaching. Scheduling, developing co-teaching teams, planning at the program, course and lesson level will be discussed. Strategies for instruction by two teachers will be addressed. Problem-solving strategies to ensure student success will be included, as well as what to do to produce positive adult partnerships. Finally, barriers to effective co-teaching will be explored.

Attendees will have opportunities to view video of co-teaching classrooms, explore how co-teaching is fine-tuned for elementary, middle and high school settings, and examine co-teaching tools and instructional materials.

Suzanne Robinson, the University of Kansas

EXHIBITS BY VENDORS (4:00 – 6:30 p.m.)

CONCURRENT POSTER SESSIONS (4:30 – 5:30 p.m. and 5:30 – 6:30 p.m.)

MASTER TEACHER SHOWCASE 5:30 – 6:30 p.m.

The Leadership Development Committee is proud to showcase the work of the 2008 CLD Outstanding Teachers. Exemplary learning disabilities teachers will share ideas from their classrooms in a poster format. Join them in an informal setting to learn innovative ways to address the needs of students with learning disabilities at all levels of instruction.

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS (7)

W1: Transition to College: Structures, Supports, and Strategies

Project STEPP (Supporting Transition and Education through Planning and Partnerships) is a collaborative program that partners a variety of East Carolina University's campus resources with area high schools and community opportunities. The program offers comprehensive support to students with Specific Learning Disabilities who have shown the potential to succeed in college. Funded primarily with private gifts, this program provides a unique opportunity. The workshop will describe the development and structure of the program, the recruitment and selection process, examples of coursework and materials, lessons learned from our first year of implementation, future goals, the research overlay for the program, and tips for individuals interested in developing similar programs.

Sarah Carver Williams, East Carolina University

W2: Making Assistive Technology Part of the Classroom Environment and Culture for All Students in Inclusive Settings

The range of instructional applications included under the umbrella of assistive technology is vast and yet these applications are underused by many students with learning disabilities.

Many special education teachers have received little or no training in assistive technology applications and are unaware of the range of learning assistance that is available...much of it free or low cost. Our general education partners are at an even greater disadvantage. This presentation is designed to assist collaborating professionals in recognizing the powerful learning tools within assistive technology that can be effective for learners in both domains. During this presentation participants will experience simulations of many free and low cost assistive technologies, receive resources, review research and discuss implications for content area learning for all students in an inclusive classroom.

Betty Neal, the University of Alabama at Birmingham

W3: ClassWide Peer Tutoring

ClassWide Peer Tutoring (CWPT) is a comprehensive teaching strategy based on reciprocal peer tutoring and group reinforcement wherein an entire classroom of students is actively engaged in the process of learning.

CWPT has been researched and used since 1980 and has repeatedly demonstrated that the tutoring process increases students' time on task, opportunity to respond, and improves academic performance. CWPT can double or triple the amount of practice time that students typically receive in the basic subject areas.

At this half-day CWPT workshop, attendees will learn the foundational principles and procedures of CWPT; participate in hands-on training; learn how to access all the necessary supporting documents for immediate implementation; learn how to install and operate the CWPT-LMS software, which streamlines and improves implementation fidelity.

Barbara Terry, Mary Abbott and Jay Buzhardt, Juniper Gardens Children's Project

W4: Improving Students' Learning of Mathematical Word Problems Using Schema-Based Instruction

This session will provide participants with a brief overview of research on mathematics for students with learning disabilities based on the recent National Mathematics Advisory Panel Report. A problem-solving curriculum using schema-based instruction (SBI) will be presented to demonstrate the teaching and learning of mathematical word problems. Specific examples from elementary and middle school mathematics will be provided to illustrate the application of SBI. Participants will have an opportunity to model the problem situation using schematic diagrams and discuss how to scaffold instruction for students with learning disabilities in order to access the general education curriculum.

Asha Jitendra, the University of Minnesota

W5: LEARNS: A UDL strategy for equitable planning and teaching

Presenters will share a planning strategy that employs Universal Design for Learning and supports planning and teaching students who are LD, ADHD, EBD, and ELL in k-12 classrooms. Research basis for the strategy will be presented. Participants will have a hands-on experience in using the strategy during a small group simulation. Participants are encouraged to bring unit or lesson plans to use during small group work.

Rebecca Evers, Winthrop University

Sue Spencer, Winthrop University

W6: Possible Selves: A Program for Nurturing Student Motivation to Learn

The Possible Selves program is designed to increase student motivation and commitment to learning. Through a structured interview lead by a teacher, students describe their hoped for, expected, and feared possible selves. Then, students develop a Possible Selves Tree and identify important roles they value, and the goals which support these roles. Finally, students create goal-based action plans to reach the goals that support their hopes and dreams and help them transition to post-secondary education or career opportunities. Possible Selves has been implemented with at-risk elementary, junior and senior high-school students, and college students in one-to-one, small group, and traditional classroom settings.

Participants will examine the Possible Selves program, activities, and materials. Classroom examples of student work will be shared and research supporting the program will be discussed. Participants will actually complete the activities found in the Possible Selves program in preparation for classroom implementation.

Mike Hock, the University of Kansas Center for Research on Learning

continued on page 5.

CONFERENCE-AT-A-GLANCE

Friday, October 3

7:30 a.m.	Complimentary Coffee/Tea in Early Morning
7:30 a.m. – 9:30 a.m.	Registration
9:00 a.m. – 4:00 p.m.	Professional Development Institutes
9:00 a.m. – 12:00 p.m.	Half-Day Workshops
12:00 p.m. – 1:00 p.m.	Lunch (on your own)
12:00 p.m. – 1:30 p.m.	Registration
1:00 p.m. – 4:00 p.m.	Half-Day Workshops
4:00 p.m. – 6:30 p.m.	Registration & Exhibits Open
4:30 p.m. – 6:30 p.m.	Presidential Reception in Exhibit Area Complimentary appetizers/cash bar)
4:30 p.m. – 6:30 p.m.	Concurrent Poster Sessions in Exhibit Area
5:30 p.m. – 6:30 p.m.	Master Teacher Showcase in Exhibit Area
6:30 p.m.	Exhibits Close

Saturday, October 4

7:00 a.m. – 7:40 a.m.	Open CLD Committee Meetings
7:30 a.m. – 5:40 p.m.	Exhibits Complimentary Coffee/Tea in Early Morning
7:30 a.m. – 3:30 p.m.	Registration
7:45 a.m. – 8:45 a.m.	Concurrent Sessions
9:00 a.m. – 10:30 a.m.	Keynote Session – Rud Turnbull Recognition of Award Winners
10:45 a.m. – 11:45 a.m.	Concurrent Sessions
11:45 a.m. – 1:10 p.m.	Box Lunches Available for Purchase – to take w/to sessions
12:00 p.m. – 5:40 p.m.	Concurrent Sessions
1:10 p.m. – 2:10 p.m.	Outstanding Researcher – special event
2:20 p.m. – 3:20 p.m.	Distinguished Lecturer – special event
4:40 p.m. – 5:40 p.m.	CLD Business Meeting – special event

This flyer contains only a sample of the program for CLD's 30th International Conference on Learning Disabilities. CLD reserves the right to make any necessary changes.

A SAMPLE OF SPECIAL SESSIONS ON SATURDAY

Meet the Journal Editors

Interested in publishing? Would you like to discuss the mission or content of your professional journals? Editors from some of the field's most prestigious journals will discuss all

aspects of the publication process for their respective journals. Potential authors and interested others are invited.

David Scanlon, Moderator, Boston College, Editor of the Learning Disability Quarterly

Leadership Opportunities for Doctoral Students and Early Career Researchers

Don't miss this opportunity to network with colleagues and researchers from around the country in a discussion on how to achieve a successful career in the field of learning disabilities. Whether you are a doctoral student or an early career seeker, you will greatly benefit from strategies on how to enhance teaching, research, and service for individuals with learning disabilities.

This session is sponsored by the Leadership Development Committee

Annual Research Panel: "Must Reads"

Each year, the CLD Research Committee sponsors a panel discussion of "must read" journal articles from the previous year. Several distinguished educators briefly speak about the articles that each feels are essential reading for all members of the field of LD. Interactive discussion with the audience follows regarding important topics or issues raised.

Professional Development Credit

Professional development credit will be offered for attendance at the 30th International Conference on Learning Disabilities. Please drop by the CEU/Graduate Credit table at the conference for more information.

SESSION STRANDS

In addition to workshops, invited sessions and special events, breakout presentations will be offered on Saturday in the following strands. See www.cldinternational.org for a listing of sessions in each strand.

Sample of Other Invited Speakers by Strand and Strand Titles:

LD Research and Practice Outside North America

Effective Research-based Practices in Reading and Writing

Effective Research-based Practices in Mathematics and Content Area Instruction (Science and Social Studies)

Janis Bulgren, Research on and Use of Content Enhancement Routines in Inclusive General Education Classes

Effective Research-based Practices in Cultural and Linguistic Diversity

Oneyda M. Paneque, Using Native Language with English Language Learners with Learning Disabilities

Effective Research-based Practices in Using Technology to Enhance Instruction

Current Issues and Policy in Special Education

Mary Beth Klotz, Debi Gartland & Roberta Strosnider, Partnering on National Initiatives: Tools for Effective RTI Scale Up

Research-based Practices in Behavior Interventions and Positive Behavioral Supports

Susan Barrett, Using SW-PBS to Establish Evidence Based Practices in Schools

Alternative Certification and High Quality Special Educators

Collaboration and Inclusion of Students with LD

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS *continued from page 5.*

W7: Reading Success: Look Again! Maybe Johnny Can Be Taught To Read

Come and spend half of a day with Dr. Lorna Idol, author of the Reading Success approach to teaching students with reading challenges to read successfully with mastered word recognition, fluency, and reading comprehension. Workshop participants will learn how to conduct curriculum-based assessments and preview some of the instructional strategies in the Reading Success program related to developing word recognition skills, increasing reading speed, developing reading comprehension, and teaching students to write about what they have read. The Reading Success student progress data span 29 years and include 663 students of all school ages with learning disabilities, mild mental retardation, behavior challenges, second language learners and students at risk for school failure. The data reflect student gains of ½ year to as high as 3 years curricular progress per year of instruction. Many students showed equivalent gains on standardized informal reading inventories. Some students passed a statewide, basic skills test for the first time. Thirty-five special education students were returned to regular education programs. The Reading

Success is contained within a manual for teachers, which guides them in the Reading Success method of teaching reading to students with reading challenges.

Lorna Idol, Assistant Director of Literacy Grants and Initiatives, Colorado Department of Education, Denver, CO

W8: Adapting General Education Mathematics Texts for Students with LD: A Strategic Planning Approach

The purpose of this session is to engage participants in a strategic planning approach for adapting general education mathematics lessons and textbook materials (grades 1 through 8). We will explore the “big idea” concepts of place value, fraction representation, and spatial sense. For each of these strands, we will examine typical problems for students with LD, discuss informal assessment methods, and use the planning strategy to adapt and supplement general education lessons.

Susan Perry Gurganus, College of Charleston

Saturday, October 4

KEYNOTE

9 – 10:30 a.m.

Dr. Rud Turnbull, University of Kansas

RECOGNITION OF CLD’s 2008 AWARD

WINNERS just following the keynote address.

21st ANNUAL DISTINGUISHED LECTURE

2:30 – 3:30 p.m.

CLD’s Past Presidents Council is pleased to present a group of LD professionals as the 2008 Distinguished Lecturer Panel. Plan on attending this presentation and also honoring CLD’s Outstanding Researcher of the Year.

HOTEL REGISTRATION FORM



Hyatt Regency Crown Center

2345 McGee Street

Kansas City, Missouri, USA 64108

Tel: +1 816 421 1234 or 1- 800-233-1234; Fax: +1 816 435 4190

<http://crowncenter.hyatt.com/hyatt/hotels/index.jsp>

Special Conference Rate • \$129.00 Single/Double + tax

To make hotel reservations, please follow these simple steps:

1. Dial 1-816-421-1234 or 1-800-233-1234. Specify that you would like to make reservations in the block for the Council for Learning Disabilities.
2. State your arrival date and the type of accommodations you desire. Requests will be honored on a first-come, first-served basis.
3. Have a credit card available. To hold your room for arrival, either give a credit card number to the agent or send an advance deposit of the first night’s rate. All deposits will be charged to the credit card at the time/date the reservation is made. Deposits will be refunded with 72 hours notice in the event of cancellation.
4. Please make your reservations before 5:00 p.m. September 16, 2008, as any unused rooms being held for the Council for Learning Disabilities will be released after that time.
5. Check-in time is 3:00 p.m. Checkout time is 12:00 p.m.

Make your reservations early. Cutoff for room block at special low rates: September 16th.

YES ! I want to attend the 30th International Conference on Learning Disabilities

REGISTRATION FORM

Name _____ Position _____

Place of Employment _____ Day phone _____

Address _____ E-mail _____

Street

City

State/Zip

CLD Member? Yes, my membership number: _____

Become a CLD member and receive a special one year membership rate by signing up for a Standard Registration AND a CLD national membership. **You may complete this form as your membership application or choose to join and register for the CLD conference at www.cldinternational.org.**

CHECK ALL THAT APPLY

- Speaker? Board of Trustee? Past Pres? CLD 2008 Award winner?
- Student? Volunteer? Exhibitor? Editor?
- CLD Committee Chair? CLD Committee member?

INDIVIDUAL CONFERENCE REGISTRATION OPTIONS

Full Conference Registration Consists of two days: Friday and Saturday’s institutes and general sessions, breakouts, and mini-workshops. **To receive the “Before September 16 ” rate, forms must be postmarked (or faxed) by September 16.**

OPTION 1	OPTION 2	OPTION 3																																																						
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VOLUNTEER INFORMATION:

The Council for Learning Disabilities strongly encourages individuals to volunteer and attend the 30th International Conference on Learning Disabilities. In this effort, we provide volunteers with half price registration at multiple levels of registration and offer volunteers the opportunity to serve as session monitors as well as in other capacities. Volunteers are required to provide four hours of service in exchange for reduced conference registration fees. If you are interested in volunteering for reduced conference registration, please contact CLD’s Conference Director for more information.

TEAM CONFERENCE REGISTRATION OPTIONS

Register 4 people and pay for only 3 people! All registrations must be stapled and mailed together in one envelope with **one check or credit card for full payment.** Read below for option choices.

Full Conference consists of two days: Friday and Saturday's institutes and general sessions, breakouts, and mini-workshops. **To receive the "Before September 16th" rate, forms must be postmarked (or faxed) by September 16.**

PHOTO RELEASE:

Photographs will be taken during the 30th International Conference on Learning Disabilities. If you would prefer that your photograph not be taken and possibly used on our website, please initial here _____.

TEAM OPTION 1

FULL CONFERENCE TEAM REGISTRATION PLUS CLD FIRST TIME SPECIAL MEMBERSHIP RATE

Receive a discounted CLD membership rate (\$65 per person) for one year!
Complete the membership registration form in this flyer and send it with this conference registration form for each registrant. Additional member benefits offered on membership form (journals, chapters) NOT included in \$65.

Before September 16th	After September 16th
Full Conference Team Rate - \$660	Full Conference Team Rate - \$780.00
<input type="checkbox"/> Plus 1 new member - \$725	<input type="checkbox"/> Plus 1 new member - \$845.00
<input type="checkbox"/> Plus 2 new members - \$790	<input type="checkbox"/> Plus 2 new members - \$910.00
<input type="checkbox"/> Plus 3 new members - \$855	<input type="checkbox"/> Plus 3 new members - \$975.00
<input type="checkbox"/> Plus 4 new members - \$920	<input type="checkbox"/> Plus 4 new members - \$1040.00

TEAM OPTION 2

FULL CONFERENCE TEAM REGISTRATION ONLY

	Before September 16th	After September 16th
CLD member	<input type="checkbox"/> \$660.00	<input type="checkbox"/> \$780.00
Nonmember	<input type="checkbox"/> \$855.00	<input type="checkbox"/> \$975.00
Student member	<input type="checkbox"/> \$465.00	<input type="checkbox"/> \$597.00

TEAM OPTION 3

FULL CONFERENCE TEAM ONE-DAY REGISTRATION

Designate your choice of day:
 Friday or Saturday

	Before September 16th	After September 16th
CLD member	<input type="checkbox"/> \$495.00	<input type="checkbox"/> \$615.00
Nonmember	<input type="checkbox"/> \$615.00	<input type="checkbox"/> \$735.00
Student member	<input type="checkbox"/> \$330.00	<input type="checkbox"/> \$390.00

Registration/Selection Required for Institutes and Workshops on Friday, October 3 – from 9:00 a.m. to 4:00 p.m.

Please mark your Full-Day Institute choice below:

___ AD1 ___ AD2 ___ AD3 ___ AD4 **Please designate 1st and 2nd Institute choice**

Half-Day Workshops:

Morning: ___ W-1 ___ W-2 ___ W-3 ___ W-4 Afternoon: ___ W-5 ___ W-6 ___ W-7 ___ W-8

Please designate 1st and 2nd choices for institutes or workshops

Payment must accompany your completed registration form.

All team registration forms must be stapled together with one check or credit card for total payment of the team.

I am paying by: ___ Check or money order payable to: Council for Learning Disabilities (US funds only)

___ MasterCard ___ VISA ___ American Express ___ Discover

Card # _____ CIN # (3 digit # on back of credit card) _____ Exp. Date _____

Claims for refunds must be submitted in writing. Refunds are subject to a \$25.00 processing fee. **No refunds will be made after September 16th. There are NO REFUNDS for No Shows.**

**** I certify that this individual is a full-time student who is not employed in a professional capacity on a full-time basis. (Receipt showing full-time enrollment for Fall semester may be substituted for advisor's signature.)**

Advisor's Signature _____

Name of Higher Education Institution _____

Date _____

Return completed registration form with payment to:

CLD • P. O. Box 2266 • Mount Pleasant, SC 29465-2266
 843-971-2980 FAX 843-971-2984 or register on line: www.cldinternational.org

NEED HELP MAKING AIRLINE RESERVATIONS?

For reasonable fares and prompt courteous service, call Wander World Travel, 1-800-255-5083.

GROUND TRANSPORTATION TO AND FROM THE AIRPORT

KCI SHUTTLE: (Hours 5:50 a.m. - 11:25 p.m.)

\$16.00 per person - \$27.00 round trip per person.

Leaves from Baggage Claim area at 5 minutes to the hour and 25 minutes after the hour. Reservations are not required. For additional info, please call KCI Shuttle service at 800-243-6383. SHUTTLE SERVICE IS WHEELCHAIR ACCESSIBLE WITH CHAIR LIFTS* (Maroon vans and buses with yellow lettering that says KCI Shuttle.)

TAXI: Approx \$35.00-\$40.00 (one-way)

DRIVING IN:

From Kansas City International Airport (20 miles):

Take I-29 South to U.S. 169 South (169 turns into Broadway). Proceed on Broadway to 20th Street. Turn left (east) and proceed to McGee. Turn right onto McGee Street. Hotel is 3 blocks uphill on left.

PARKING

The hotel has ample parking in a connected garage. Parking fees are as follows: VALET: Short term (in & out the same day) \$9.00; Overnight \$16.50 - with in/out privileges. SELF-PARKING: Overnight \$13.50 with in/out privileges; Banquet Validation \$4.00 (3 hours); Early Bird (in before 10am & out the same day) \$7.00.



Research,
Teaching and
all that



30th International Conference
on Learning Disabilities
Hyatt Regency Crown Center Hotel
Kansas City, MO 64108

Who should attend?

- TEACHERS
- PSYCHOLOGISTS
- DIAGNOSTICIANS
- SPEECH/LANGUAGE CLINICIANS
- ADMINISTRATORS
- TEACHER EDUCATORS
- RESEARCHERS
- CONSULTANTS
- PARAEDUCATORS
- PARENTS

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