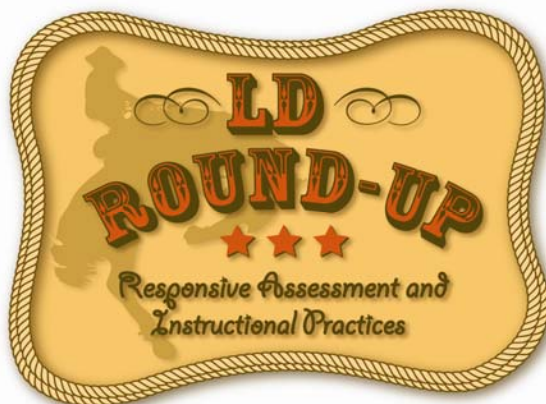


THE COUNCIL FOR LEARNING DISABILITIES

31st International Conference on Learning Disabilities

Dallas, TX

October 2-3, 2009



Don't miss the 31st International Conference on Learning Disabilities hosted by the Council for Learning Disabilities (CLD). CLD celebrates 31 years of conference excellence in offering high-quality topical sessions addressing issues and evidence-based practices in the field of learning disabilities. Our theme and focus for the 31st conference is: ***LD Round-Up: Responsive Assessment and Instructional Practices***. An outstanding program of institute workshops, invited speakers, numerous special and break-out sessions, special events, and exhibits is planned across the 2 days of the conference. The program is certain to be of special interest to:

- Special educators
- General educators
- Teacher educators
- Speech/language clinicians
- Diagnosticians
- Administrators
- Paraeducators
- Researchers
- 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.

FULL-DAY PROFESSIONAL DEVELOPMENT INSTITUTES (3)

I – 1: *Dynamic Vocabulary Instruction*

As students proceed through school, vocabulary becomes an increasingly important predictor of academic success and is directly related to reading comprehension. Reading instruction for struggling students must focus on developing vocabulary in addition to decoding, fluency, and comprehension if success is to be obtained.

In this session, research-validated procedures for increasing vocabulary through use of high-quality classroom language, read-alouds, explicit vocabulary instruction, word learning strategies and wide-reading will be explored. Research-validated procedures will be demonstrated and practiced, with classroom videos illustrating the procedures.

After completing this day, participants will be better able to:

- provide effective, explicit vocabulary lessons,
- model vocabulary lessons for classroom teachers, and
- describe the evidence base for various
- vocabulary-instruction techniques.

Anita Archer (Educational Consultant, Portland, Oregon)

I – 2: *Implementing Universal Design for Learning and Assistive Technology in RTI Models*

As schools implement RTI models in the general education classroom, questions about the role of technology are frequently raised. The purpose of this workshop is to provide participants with a hands-on experience exploring the role of technology in an RTI environment. Specific attention will be placed on understanding the applications of assistive technology (AT) and universal design for learning (UDL) for Tier 1 and 2 interventions. We'll focus our attention on technology interventions in four areas (reading in the content areas, research and report writing, math, and study guides, quizzes, tests), grades 4 through post-secondary that can be used with individual students or an entire class. At the end of the day, you'll have a new toolkit of technology

interventions that have been designed to support the academic performance. Each participant will receive a collection of print and digital resources.

Note: This Institute has been designed to provide a hands-on experience with extraordinary technology tools that you can use in your classroom. As a result, participants must bring their own laptop computer (Windows XP /Vista or Macintosh OS X) that includes a power cord, wireless card, web browser, and Microsoft Word, to the workshop. Teams of 2-3 are welcome to bring one laptop to share.

Dave Edyburn, University of Wisconsin-Milwaukee

I – 3: *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.

A summary of several validation studies examining the impact of MSS on achievement of students with and without LD will be included. Research strongly supports their use in general education settings because all students greatly benefit from their use. Likewise, the quality of teacher’s planning and delivery of instruction significantly increases when the Smart-sheets are integrated into their teaching. The Smart-sheets also have strong social validity with teachers and students. They are particularly useful in collaborative-planning and co-teaching contexts.

(continued page 3)

I—3: description continued...

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.

MSS has been very well received by teachers and has been adopted by several states as part of their statewide professional development plans and State Improvement Grant initiatives. It's also been particularly popular among the KU-CRL SIM network / teachers because it complements the SIM model so well. This is something you don't want to miss!

Ed Ellis, University of Alabama

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS (10)

Morning Sessions (9:00 to noon)

W – 1: *Preventing Mathematical Difficulties in the Early Grades: Interventions that Work!*

This workshop will focus on assessment and intervention procedures that teachers can use with young students who have mathematics difficulties. Measures will be presented that can be used to identify students with mathematic problems and to monitor their performance throughout the year. Interventions in number sense, place value, and word problem solving will be reviewed. Tips for effective implementation including group and material management will be shared by math interventionists.

Diane P. Bryant, Brian R. Bryant, Jennifer Porterfield, Kathleen Hughes, and Jacob Williams from the Meadows Center for Preventing Educational Risk: Mathematics Institute for Learning Disabilities & Difficulties at The University of Texas at Austin.

W – 2: *Legal Issues for Educational Leaders*

This workshop session will feature several legal issues of interest to educational leaders, including student discipline and behavior intervention plans, IEP development, progress monitoring, assistive technology, paraprofessional supports, transition services and dispute resolution. Several recent administrative and judicial decisions will be highlighted. The session will include small group activities as well as discussion forums.

Susan Etscheidt, University of Northern Iowa

W – 3: *Responsive Secondary Reading Practices*

Struggling adolescents must be a priority to ensure all students are prepared for college and/or a career. This workshop shares evidenced based whole class and individual reading interventions to support adolescent struggling readers, including English Language Learners. Participants will learn about the research base as well as how to implement each strategy.

Marty Hougen, Elizabeth Swanson, Colleen Reutebuch, and Nicole Block, the Meadows Center for Preventing Educational Risk at The University of Texas at Austin

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS—continued:**W – 4: *Focusing Together: Promoting Self-Management Skills in the Classroom***

Focusing Together is an instructional program that promotes self-management skills of diverse learners in association with a set of classroom expectations that defines responsible work habits, respect, and emotional and physical safety. *Focusing Together* is a strategy from the University of Kansas Strategic Instruction Model (SIM). Participants will receive the instructor's manual and learn how to teach each lesson in the program.

Materials Fee = \$17 (due upon receipt of pre-registration and/or at conference registration check-in)
Joyce Rademacher and Jane Pemberton, Texas Woman's University

W –5: *Best Practices in Integrating Strategy Instruction with Content Instruction in the Inclusive Classroom*

Recent special education research and practice indicate literacy strategies can be best learned in meaningful contexts such as content curriculum and classrooms. Critical principals and two research-proven strategies for teaching content concepts and processing to all, which are responsive to the realities of inclusion and high standards, will be shared. Appropriate for upper elementary through high school.
David Scanlon, Boston College

Afternoon Sessions (1:00 to 4:00)**W – 6: *Facilitating Language Acquisition for English Language Learners in Bilingual, ESL, and Content Area Classrooms: Strategies for Enhanced Achievement***

This half-day workshop will include discussion and demonstration of strategies that will address the unique linguistic, academic, and affective needs of English language learners (ELLs). In addition to the challenge of learning English and content area information concurrently, the more fundamental needs of ELLs include the invitation to participate, acceptance by teachers and other students, and seeing not only themselves, but also their experiences, cultures, languages, and traditions incorporated into the school curriculum. The goal of the presenters is to provide current and accurate information that will assist teachers, administrators, and teacher educators in understanding their students and identifying best practices for addressing their distinct needs. It is anticipated that the information and strategies presented will be of practical use to practitioners at every level. Specifically, strategies that support the simultaneous acquisition of language and the development and growth of content area knowledge will be explored. Humanistic strategies and activities that support the affective domain and serve to lower the affective filter will be introduced and demonstrated. The effective use of music in promoting language acquisition and facilitating a positive acculturation experience will be presented along with suggested lesson plans and appropriate applications.

Upon completion of the workshop session participants will receive a copy of the presenters' new book, *Current Issues and Best Practice in Bilingual and ESL Education*.
Melinda Cowart and Phap Dam, Texas Woman's University

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS—continued:**W – 7: *Finding the Feathers: Response to Cyberbullying***

Cyberbullying is about human relationships, power, and control. Unlike other forms of bullying, cyber-bullies hide behind the Internet's power. They communicate life-destroying messages like digital "feathers in the wind". Based on research, this presentation will share critical information, useable school-based strategies, and internet resources for responding to cyberbullying.

As a result of this presentation, participants will be able to:

- Identify current research regarding cyber-bullying;
- Recognize the role of educators in counteracting cyber-bullying;
- And, describe school-based strategies for responding to cyber-bullying.

Julie Gartrell and Charlotte Knoche, Concordia University

W – 8: *Improving Mathematical Problem Solving for Middle School Students with Learning Disabilities*

This workshop will present *Solve It!*, a research-based intervention for improving mathematical problem solving for middle school students with LD. *Solve It!* uses explicit instruction to teach students essential cognitive processes and metacognitive strategies for solving math problems. The content and teaching methodology of *Solve It!* will be described and demonstrated. Participants will engage in a variety of activities for implementing the program. Results from an ongoing federally funded research project to validate the efficacy of *Solve It!* will also be presented.

Learner Outcomes/Participants will be able to:

- Describe the components of *Solve It!*, an intervention for improving mathematical problem solving for middle school students with LD.
- Implement *Solve It!* and monitor student progress over time.

Marjorie Montague, University of Miami

W – 9: *Creating Competent Writers*

This workshop will focus on strategic writing instruction for adolescents with high-incidence disabilities. Participants will be introduced to the writing strategies in the Learning Strategies Curriculum and some of the vocabulary associated with those strategies. The majority of the workshop will focus on teaching students to use the Theme Writing Strategy so that they can respond to the demands of their required general education courses and state writing competency tests. Participants will learn how to teach the strategy and will participate in activities that will familiarize them with using the strategy and scoring student products. They will also learn how to use the instructor's manual and student materials to guide the instruction.

Materials Fee = \$34.50 (due upon receipt of pre-registration and/or at conference registration check-in)

Jean B. Schumaker, Professor Emeritus, University of Kansas and President, Edge Enterprises, Inc.

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS—continued:**W – 10: *The Use of Progress Monitoring within Response to Intervention***

This half-day session describes common progress monitoring principles and practices in reading and mathematics, with application to elementary and middle grade levels. Typical features of progress monitoring systems are specified, with emphasis placed on curriculum-based measurement as a research-validated form of progress monitoring. Applications of progress monitoring within a response-to-intervention framework are presented. Using data for screening purposes, for monitoring growth during targeted interventions, and for developing/monitoring IEP goals is illustrated. Participants practice scoring measures, interpreting results, and making data-based decisions.

Pamela M. Stecker, Clemson University

Friday Afternoon/Evening Events!**EXHIBITS, POSTER SESSIONS, MASTER TEACHER SHOWCASE & PRESIDENTIAL RECEPTION**

4:00 – 6:30 p.m.

Conference Kick-Off & Welcome

Presidential Reception (complimentary appetizers and cash bars)

Exhibits by Vendors

Silent Auction – Texas CLD Chapter

Concurrent Poster Sessions (4:15 – 5:15 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 2009 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.

Conference Highlights—Saturday, October 3rd

KEYNOTE: 9 – 10:30 a.m.

Response to Intervention: Overcoming Barriers to Success

Dr. Dan Reschly, Vanderbilt University

RECOGNITION OF CLD's 2009 AWARD WINNERS following the keynote address.

2nd ANNUAL J. LEE WEIDERHOLT DISTINGUISHED LECTURE: 3:25 – 4:25 p.m.

CLD's Past Presidents Council is pleased to present Dr. Edwin Ellis as the 2009 Distinguished Lecturer. Plan on attending this presentation and also honoring CLD's Outstanding Researcher of the Year.

Friday, October 2

- Complimentary Coffee/Tea in Early Morning
- 7:30 a.m. – 10:30 a.m., 11:30 a.m. – 1:30 p.m. & 3:30 – 6:30 p.m. Registration
- 9:00 a.m. to noon - Professional Development Institutes & Half-Day Workshops
- 12:00 p.m. – 1:00 p.m. Lunch (on your own)
- 1:00 p.m. – 4:00 p.m. Professional Development Institutes & Half-Day Workshops
- 4:00 p.m. – 4:15 p.m. Opening Conference Kick-off Event
- 4:00 p.m. – 6:30 p.m. Grand opening of Exhibits and Silent Auction
- 4:00 p.m. – 6:30 p.m. Presidential Reception in Exhibit Area (complimentary appetizers/cash bar)
- 4:15 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

Saturday, October 3

- 7:00 a.m. – 7:30 a.m. Open CLD Committee Meetings
- Exhibits & Complimentary Coffee/Tea in Early Morning
- 7:45 a.m. – 8:45 a.m. Concurrent Sessions
- 9:00 a.m. – 10:30 a.m. Keynote Session – Dr. Dan Reschly & Recognition of Award Winners
- 10:45 a.m. – 6:30 p.m. Concurrent Sessions (Outstanding Researcher; Distinguished Lecturer; Meet the Editors; CLD Annual Business Meeting – special events)

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.

Diane P. Bryant and Brian R. Bryant, Moderators, The University of Texas at Austin and PRO-ED, Co-Chairs of the Research Committee

Team Conference Registration Options

Register 3 people and pay for only 2 people! All registrations must be stapled and mailed together in one envelope with **one check, credit card or purchase order 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 10th" rate, forms must be postmarked (or faxed) by September 16.**

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 brochure and send it with this conference registration form for each registrant.

<u>Before September 10th</u>	<u>After September 10th</u>
Full Conference Team Rate - \$440	Full Conference Team Rate - \$520.00
<input type="checkbox"/> Plus 1 new member - \$465	<input type="checkbox"/> Plus 1 new member - \$585.00
<input type="checkbox"/> Plus 2 new members - \$530	<input type="checkbox"/> Plus 2 new members - \$650.00

Team Option 2

Full Conference Team Registration Only

	<u>Before September 10th</u>	<u>After September 10th</u>
CLD member	<input type="checkbox"/> \$440.00	<input type="checkbox"/> \$520.00
Nonmember	<input type="checkbox"/> \$570.00	<input type="checkbox"/> \$650.00
Student member	<input type="checkbox"/> \$310.00	<input type="checkbox"/> \$398.00

Team Option 3

Full Conference Team One-Day Registration

Designate your choice of day: Friday or Saturday

	<u>Before September 10th</u>	<u>After September 10th</u>
CLD member	<input type="checkbox"/> \$330.00	<input type="checkbox"/> \$410.00
Nonmember	<input type="checkbox"/> \$410.00	<input type="checkbox"/> \$590.00

Volunteer Information:

The Council for Learning Disabilities strongly encourages individuals to volunteer and attend the 31st 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. A limited number of volunteer registration slots are available.

Photo release:

Photographs will be taken during the 31st International Conference on Learning Disabilities. If you would prefer that your photograph not be taken and possibly used on our website, please initial here _____.

**Registration/Selection Required for Institutes and Workshops on
Friday, October 2 – from 9:00 a.m. to 4:00 p.m.**

Please mark your Full-Day Institute choice below:

AD1 AD2 AD3

Please designate 1st and 2nd Institute choice (if you wish to attend one institute from 9-4 and/or no half-day workshops)

Please mark your Half-Day Workshop choices below:

Morning (9-noon) W-1 W-2 W-3 W-4* W-5
Afternoon(1 to 4 p.m.): W-6 W-7 W-8 W-9* W-10

Please designate 1st and 2nd choices for workshops (if you wish to attend an institute indicate this as your first and/or second choice; if you would prefer to attend two workshops and no institutes do not select an institute; rank your preference for morning and afternoon workshops)

* Indicates a special materials fee for workshop (see description) due upon receipt of pre-registration and/or at conference registration check-in

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)

Purchase Order (indicate PO number and address for billing): _____

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 10th. 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 the 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

(Voice) 843-971-2980

(FAX) 843-971-2984 or register on line: www.cldinternational.org

Hotel Registration Form

The CLD hotel conference rate is \$139.00 per night plus applicable taxes for reservations made by September 8, 2009. The CLD strongly encourages conference attendees, presenters and exhibitors to take advantage of the amenities at the Westin Park Central Hotel.

Westin Park Central Hotel

12720 Merit Drive

Dallas, TX 75251

Phone: (972)385-3000 or (888) 627-7032 or fax: (972)991-4557

www.Westin.com/ParkCentral

Special Conference Rate

\$139.00 Single/Double + tax

To make hotel reservations, please follow these simple steps:

Dial 1-972-385-3000 or 1-888-627-7032. Specify that you would like to make reservations in the block for the Council for Learning Disabilities.

State your arrival date and the type of accommodations you desire. Requests will be honored on a first-come, first-served basis. 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. A deposit equal to one night's stay is required to hold each guest's reservation. Such deposit shall serve to confirm the reservation for the dates indicated, and, upon check-in, shall be applied to the [first] and/or [final] night of the reserved stay. These deposits paid by individuals are refundable if notice is received at least seventy-two (72) hours prior to arrival and a cancellation number is obtained. All deposits shall be charged at the time the reservation is made.

Please make your reservations before 5:00 p.m. September 8, 2009, as any unused rooms being held for the Council for Learning Disabilities will be released after that time.

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 8th***

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

To/From the Airport: DFW: Shuttle \$16.00 per person/one way - Leaves from Baggage Claim about every 20 minutes. Schedule Pick-up by phoning (972)385-3000 or call on a courtesy phone from baggage claim once arrived. Reservations are not required. Discount Shuttle Service (817)267-5150. The shuttle service is wheelchair accessible with chair lifts.

Driving In

From East

Take Interstate 635 West and exit Coit Road. Turn left onto Coit Road. Continue to the 2nd light and turn right onto Banner. The hotel is located on the right.

From Dallas Ft. Worth International Airport

Take the North Airport Exit to Interstate 635 East. Proceed approximately 17 miles. Take the Coit Road Exit; then take the first right turn onto Merit Drive. The hotel is on the left.

From North

Take Interstate 75 South and exit Frontage Road (#22A). At the 1st light, turn right then turn left onto Coit Road. Continue through the 2nd light and turn right onto Banner. Turn right onto Merit Road, and the hotel is on the right.

From South

Take Interstate 75 North and exit Coit Road. At the 3rd stoplight, turn left onto Banner. Continue 1 block to Merit and turn right. The hotel is on the right-hand side.

Parking

The Westin Park Central Hotel offers several options for parking. The hotel has an adjacent lot, which is free. It also has a structure lot for \$12.00 per day and a valet option of \$20.00 per day.

Visit the CLD website at www.cldinternational.org for more comprehensive conference details including: online conference registration, hotel reservations, Dallas area information, institute workshops, conference schedule, invited speakers, and special sessions offerings.

Other Conference Information!!!

Professional Development Credit

Professional development credit will be offered for attendance at the 31st 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 and poster sessions will be offered on Saturday in the following strands. See www.cldinternational.org for a listing of sessions in each strand.

Sample of Invited Speakers by Strand and Strand Titles:

Evidence Based Practices in Reading

Patricia Mathes, Reid Lyon, David Chard, & Jill Allor - "2010: What's on the Horizon for Reading and Learning Disabilities? Identification, Assessment, and Instruction."

Evidence Based Practices in Mathematics

Paula Maccini—Best Practices for Teaching Math to Students with High Incidence Disabilities: Implications from a National Survey and Review of the Literature

Evidence Based Practices in Behavioral Interventions and Positive Behavioral Supports

Robin Lock & Janice K. Magness—Comparing the Success of Positive Behavior Supports and Social Skills Training in an Elementary versus Postsecondary Classroom

Responsive Practices in Cultural and Linguistic Diversity

Janette Klingner - RTI in Culturally and Linguistically Diverse Schools

Current Issues, Research, and Policy in Special Education

David Chard & Diane P. Bryant—Evidence-based Interventions for Students with Learning Disabilities: How Research Can Inform Practice

Effective Practices in Collaboration and Inclusion

Kathy Meier, Linda Guidera, & Julie Gartrell - Enhancing Interventions in the School Setting Using Brain-Based Strategies

Responsive Practices in Transition: Early Childhood, Secondary, and Adult

Lyman Dukes - Promoting College Access for Students with Learning Disabilities

Evidence Based Practices in Written Instruction

Virginia Berninger—Writing Disabilities in Dysgraphia, Dyslexia, and OWL LD: Differential Diagnoses and Treatment

Effective Content Area Instruction

Jean Schumaker—Ensuring "Real" Access to Required Secondary Courses



CLD Conference Headquarters

P. O. Box 2266

Mount Pleasant, SC 29465

Attn: Dr. Mary C. Provost

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