New Times for DLD
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Division for Learning Disabilities
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In Memory of Janette Klingner

by Sharon Vaughn

I remember the first time I met Janette Klingner. She made an appointment to talk with me about the doctoral program at the University of Miami. She was interested in students with reading disabilities, especially students who were bilingual. She was passionate about these students and was clear in her ideas about what she wanted to learn. Frankly, she already seemed to know a lot, and I secretly wondered whether there was anything I could teach her.

That initial meeting occurred 25 years ago—before she was awarded the Early Career Award from AERA, was elected President of the Division for Learning Disabilities, served as Associate Editor of *Journal of Learning Disabilities*, and was elected President of the Council for Exceptional Children. Clearly I had it right when as an assistant professor, I worried whether I had much to offer her as my future doctoral student. Fortunately, it didn't matter. Her passion for students with disabilities who were also English language learners transferred to me, and together we launched a program of research that continues to this day. Janette's generosity in sharing what she knew, interest in including as many folks as she could in whatever problem she was tackling, and commitment to conducting high quality research that mattered to practicing professionals is legendary. There simply was no issue related to promoting effective outcomes for students with disabilities that she would not take on. Whether it was policy development, multi-cultural education, research methodology, syntheses, effective interventions, or school reform, Janette wanted to be part of the discussion. Furthermore, she wanted as many other voices as she could find to be part of the discussion. Few people were as concerned about including multiple voices in decision-making as Janette Klingner.

Janette Klingner was not only my student and my teacher—she was my friend. She would be yours too, if you spent more than 15 minutes with her. Few of us know how to love others with such devotion and caring as Janette did. She believed the best about people and was truly surprised when they behaved poorly. She could not imagine being unkind, and she understood and expected it of us too. Amazing, how many of us were better people around her because of that expectation. I am unsure how to communicate clearly what a huge loss Janette Klingner's passing is for all of us. I suppose one way to illustrate this is that if she were alive today, I'd be sending this to her to review for me. She would know how to make it better. She always made everything better.

FEATURE ARTICLE

How Math Symbols Influence Math Performance

by Sarah Powell and Melissa Driver

To perform most math calculations, students use numerals (e.g., 4, 29, ¾) and symbols (e.g., +, >, ÷). Numerals and symbols are often referred to as "symbolic" or "abstract" representations of mathematics (Bruner, 1966; Miller & Hudson, 2006). In this brief, we refer to such representations as "symbolic." It is important that students know how to solve symbolic math problems because classroom assignments and high-stakes assessments almost exclusively use symbolic representations to test student's math knowledge.

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INSIDE THIS ISSUE

Editors:
Mira Cole Williams, *University of Virginia*
Sarah J. Watt, *Miami University*
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How Math Symbols Influence Math Performance

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To investigate how symbolic representations affect math performance, we, along with our research team, conducted two randomized-control trials with second-grade students. In the first, we asked students to practice addition with different types of equations (i.e., standard and nonstandard) to see how students could learn the relational definition of the equal sign. In the second, we worked on addition in symbolic and nonsymbolic (i.e., without numerals and symbols) forms to determine which approach was better for learning addition. See Figure 1 for an example of contrasting symbolic and nonsymbolic forms.

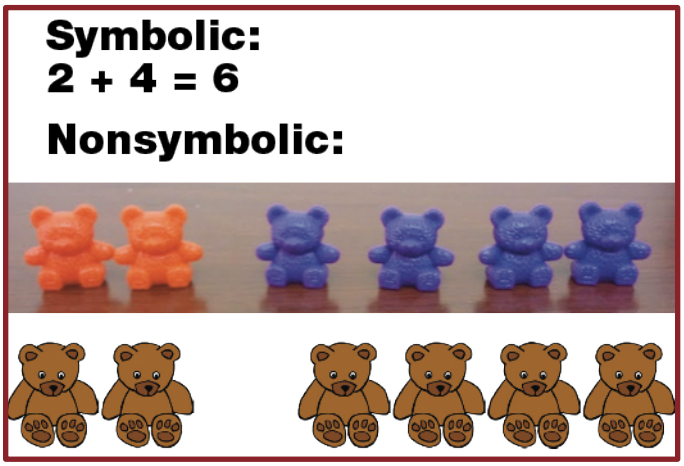

Figure 1. Symbolic and Nonsymbolic Examples

Study #1: Standard and Nonstandard Equations

In previous work about one critical math symbol, the equal sign (=), we learned that students often misinterpret the equal sign as a signal to do something when the equal sign should be interpreted as "the same as" or "balance" (Powell & Fuchs, 2010). This is problematic considering the equal sign is present in equations students solve in both elementary and secondary math. One common hypothesis about the reason that students interpret the equal sign incorrectly is that students only see and work with standard (e.g., 3 + 5 = __; 9 – __ = 2) equations in elementary school classrooms (McNeil, 2008). Elementary math curricula rarely, if ever, present nonstandard (e.g., 2 + 4 = __ + 3; 6 = 10 – __) equations to students (Powell, 2012). See Figure 2 for examples of standard and nonstandard equations. With both types of equations, students should try to make the two sides on either side of the equal sign the same. With standard equations, students often do not have to interpret the equal sign as relational (i.e., two side of an equations are the same, or balanced). Students can solve standard equations by interpreting the equal sign as operational. Our study examined whether students could learn to interpret the equal sign as relational if presented with a combination of standard and nonstandard equations.

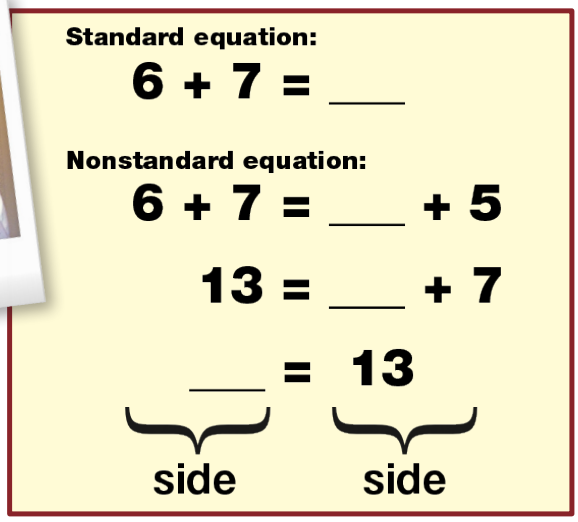

Figure 2. Examples of Standard and Nonstandard Equations

Second-grade students who performed below the 10th percentile on a test of single-digit addition facts were recruited as participants. We identified 51 students out of 524, and the 51 students were randomly assigned to (a) addition tutoring with standard equations only, (b) addition tutoring with standard and nonstandard equations, or (c) no-tutoring control. Students in the two active tutoring groups received 15 sessions of individual tutoring over a period of 5 weeks. Each tutoring session lasted approximately 10-12 minutes. Tutoring sessions focused on helping students understand the concept of addition, and provided practice with solving addition problems. Students in the standard group only worked on addition presented in the standard format (e.g., 2 + __ = 6; 1 + 7 = __), whereas students in the standard and nonstandard group worked on addition presented in standard and nonstandard formats (e.g., 5 = 2 + __; 4 + 2 = __ + 1; 9 + __ = 11; __ = 6). See Figure 3 for a comparison of student worksheets. During the first tutoring session, the tutors talked with students in both groups about interpreting the equal sign as "the same as." During subsequent tutoring sessions, tutors discussed the concept of balancing the two sides of the equation. The equation format (i.e., standard vs. standard/nonstandard) was the only difference between the two tutoring groups.

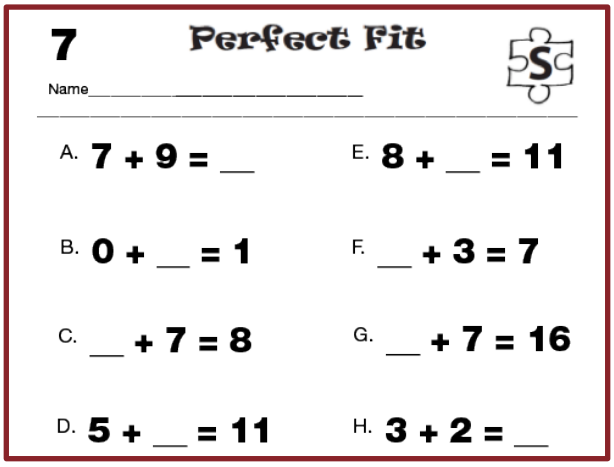

Figure 3. Standard Worksheet (S) Compared to Standard/Nonstandard Worksheet (N)

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Based on posttest data, with pretest as a covariate, the students in the combined-equation group (i.e., standard and nonstandard equation practice) outperformed students in the standard-equations-only and no-tutoring groups on tests of equation solving and equal-sign understanding (Powell, Driver, & Julian, in press). As we provided little explicit equal-sign instruction in both tutoring groups, we concluded that the exposure to and practice solving a combination of standard and nonstandard equations proved helpful in improving students' ability to interpret the equal sign in a relational manner.

Study #2: Symbolic and Nonsymbolic Representations

In our second study, we investigated whether addition performance differed when problems were presented in symbolic and nonsymbolic form. We developed our hypothesis out of prior assessment work where students were able to solve nonstandard equations with blocks and plates, but the same students had difficulty with solving the same nonstandard equations in symbolic form (Sherman & Bisanz, 2009). For example, when students were presented with four plates (two plates on one side of the table and two plates on the other side, with three of the plates containing a number of blocks) and asked to make the sides the same, about ¾ of students completed this task correctly. On the other hand, fewer than 40% of students could solve the corresponding symbolic equation (e.g., __ + 4 = 6 + 3) correctly. See Figure 4 for an example of this task where the student has to place circle counters in the empty box to make the two sides (of the black stick) the same.

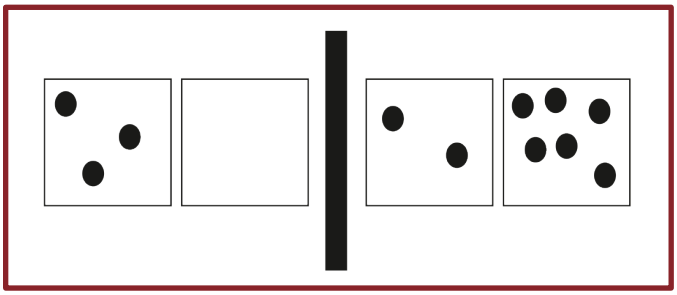

Figure 4. Nonstandard Equations Task With Manipulatives

Similar to Study #1, second-grade students who performed below the 10th percentile on a test of single-digit addition facts were recruited as participants. We identified 55 students (out of 574) and randomly assigned students to (a) addition tutoring in symbolic form, (b) addition tutoring in symbolic and nonsymbolic forms, and (c) no-tutoring control. Tutors tutored students for 12 sessions, and each session lasted approximately 10-12 minutes. The addition equations in both tutoring groups were exactly the same. In the symbolic-only group, students learned the concept of addition and practiced with numbers and symbols on paper as well as numbers and symbols they could touch and manipulate (i.e., magnetic numbers and symbols). In the symbolic and nonsymbolic group, students practiced the concept of addition with a balance and cubes, clips, motor manipulatives, and pictures of dogs and cats, as well as with numbers and symbols. See Figure 5 for an example with a balance and manipulative trains. We thought about only using nonsymbolic forms to practice addition, but as all tests measure addition knowledge through symbolic representation, we presented students with the combination of symbolic and nonsymbolic representations.

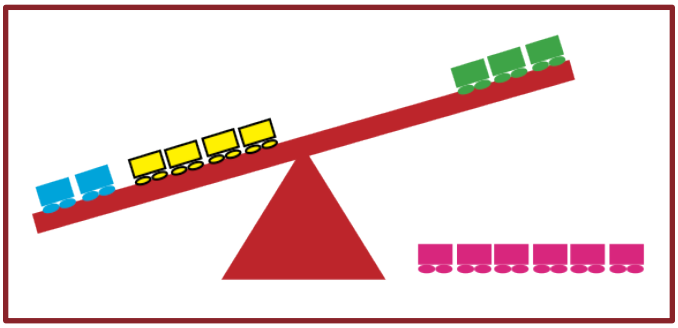

Figure 5. Using a Balance Scale to Solve the Equation 2 + 4 = __ + 3

We are currently working on the data analysis of Study #2. The length of tutoring within our study was fairly brief, so we would like to replicate this project with another group of students, providing at least 18 to 24 tutoring sessions. Interestingly, we administered a test of nonstandard equations in symbolic format (e.g., 2 + 3 = __ + 1) and nonsymbolic format (e.g., ** *** (line) ___ *) to all 574 students, and the results confirm the hypothesis that students perform better on nonsymbolic items over symbolic items (Driver & Powell, 2013). See Figure 6 for an example of the nonsymbolic task where students had to draw cows (above the arrow) to help a farmer place the same number of cows on each

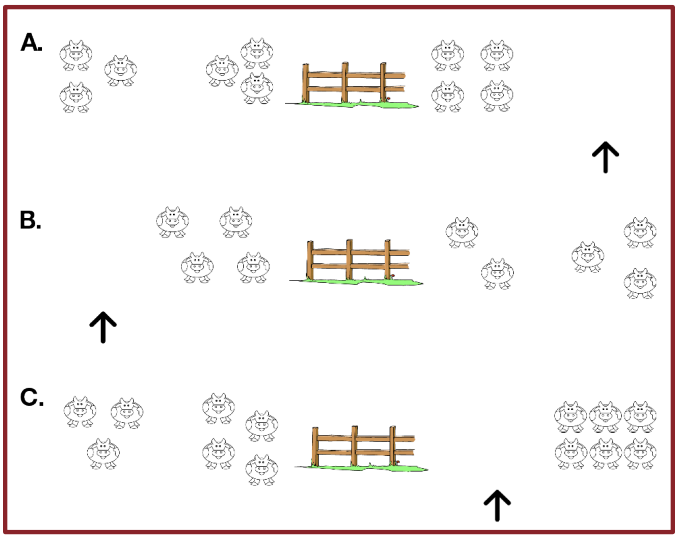

Figure 6. Nonsymbolic, Nonstandard Equations

side the fence. Students with and without mathematics difficulties could solve the nonsymbolic pictorial representations with approximately 83% accuracy. Students solved symbolic representation with less than 40% accuracy. The preliminary data from the tutoring study suggest that students in the combination group of symbolic and nonsymbolic tutoring demonstrated slight significant gains over the students in the symbolic-only tutoring group. The results from this project indicate that students are more successful with math problems presented without numerals and symbols, yet we need to do more investigation on the effect a combination symbolic and nonsymbolic tutoring package can have for students with math difficulties.

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Future Research on Math Symbols

Our final project related to math symbols investigated the effect of explicit vocabulary instruction on the meaning of math symbols (e.g., plus, minus, equals) and other math words used to explain addition (e.g., together, more, less, add). We provided tutoring to first-grade students with math difficulty. Half of the tutoring students received explicit vocabulary instruction on addition, and the other half did not. We have not conducted data analysis on this third project, but we hope to learn whether explicit vocabulary instruction is a necessary component of math tutoring. If it is, we hope to extend the vocabulary tutoring to include symbols related to subtraction, comparing numbers, multiplication, and division.

So, are math symbols important? Yes. Students need to use numerals and symbols to solve almost every math problem in school. Do math symbols affect performance? Yes. In our first study, we learned that students interpret the equal sign differently based on their practice with different types of equations. In our second study, we learned that students can solve the same problem, presented in different ways, and that students perform better on problems without numerals and symbols.

Applying This to the Classroom

Although our work in the area of math symbols is new and emerging, we feel it is important for classroom teachers to understand several things. First, we cannot assume students understand math symbols. The term "plus sign" is commonly used, but do students know what it means? If students relate the symbol to "adding," can they explain what it means to "add"? It is imperative that teachers provide explicit instruction and practice on identifying and interpreting symbols. Even more so than at the elementary level, teachers of students in older grades assume students understand mathematical symbols. We feel instruction on symbols should occur at the elementary, middle, and high school levels. Second, teachers should provide students with novel ways to understand symbols. Teaching using nonstandard equations may help students understand the equal sign relationally. This, in turn, may help students with their algebraic reasoning (Kieran, 1991; Molina, Castro, & Ambrose, 2005). The use of nonsymbolic forms of addition may also help students demonstrate math understanding and learning before students can demonstrate the same knowledge in symbolic form.

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DLD MEMBERSHIP REPORT

Visit DLD at the **2014 CEC Convention in Philadelphia**! Stop by the DLD membership table in the Expo to learn more about taking advantage of your membership benefits, to meet DLD board members and current members, and to introduce a colleague to DLD. If you are not a member of DLD, it is a great opportunity to find out how DLD can benefit you!

All DLD State Subdivision Officers are invited to the DLD Membership Committee meeting on Thursday, April 10 from 1 pm to 3 pm. Check the CEC Conference schedule for the location or email members@teachingdld.org.

Interested in starting a new state DLD subdivision? To learn more, attend the DLD Membership Committee meeting on Thursday, April 10 from 1 pm to 3 pm. Check the CEC Conference schedule for the location or email members@teachingdld.org.

President Highlights, Fall to Spring 2014

by Erica Lembke

I have had a wonderful few months serving as the president of our organization and wanted to thank you, first and foremost, for your continued commitment to the **Division of Learning Disabilities**! We remain one of the strongest divisions in CEC and continue to also have a national presence thanks to the efforts of our dynamic and very connected board.

We enjoyed a wonderful partnership with the Idaho State DLD, CEC, and NASP chapters as we cohosted their fall state conference in Sun Valley. We had the opportunity to present sessions, attend some of their meetings and social gatherings, and network with teachers from Idaho and surrounding states. We appreciated their hospitality and flexibility as we conducted our board meeting there as well.

One of the outcomes of our meeting was drafting a strategic plan to align some of our goals for the organization. We created a mission statement that we feel embodies the principles of what we would like to accomplish for the organization: DLD supports a community that bridges research, policy, and practice to improve outcomes for individuals with learning disabilities (LD). Following development of the mission statement, we broke into three work groups to set goals for our continued efforts, focusing on membership, the history of LD and the LD construct, and problems of practice including instructional and intervention practices. We spent time at our fall and winter board meetings further developing products and goals that align with these topics.

We are pleased to soon be releasing two position papers that were commissioned and completed under the leadership of past president, Janette Klingner. The papers, focused on *Intensive Interventions for Students With Learning Disabilities* and *Essential Components of Special Education for English Language Learners With Learning Disabilities*, provide recent information on these topics, as well as the stance that DLD would promote related to these important issues in our field. Please watch for the papers to be posted on our website, TeachingLD.org, and in the primary journal for DLD, Learning Disabilities Research and Practice.

We hope that you will join us for DLD activities at the **CEC 2014 Convention & Expo**, April 9th–12th in Philadelphia. We will have our DLD showcase session, which will feature the two aforementioned position papers, at 10:30am on Thursday April 10th. In addition, our business meeting and social will also be on the evening of Thursday, April 10th. On Friday, April 11th, we encourage all division representatives to attend a breakfast prior to our board meeting. Please watch for updated location and time information on the DLD website.

We continue to update our website and provide important information to our membership. We are in the process of collecting video clips from leaders in the field regarding their involvement in the field, how their work connects to practitioners, and challenges and supports in the field as we move forward. This series, entitled "Voices From the Field" will be available for viewing on our website prior to the annual CEC convention and we hope you will take a look and learn from leaders such as Lynn and Doug Fuchs, Sharon Vaughn, Diane and Brian Bryant, Dan Hallahan, and Barbara Bateman, among others.

In addition, products such as the *Current Practice Alerts* continue to be updated and are available for viewing as a member benefit.

The DLD board continues to do our best to meet the needs of members while keeping us on the cutting edge of current research and practice in the field of LD. DLD representatives are "at the table" at important meetings like the roundtable on response to intervention and SLD identification hosted by the National Research Center on Learning Disabilities. In addition, representatives attend policy meetings of the Consortium for Citizens With Disabilities and regular meetings with other CEC division leaders.

While multi-tiered models of academic support continue to grow, the resources, information, and advocacy that DLD continues to provide for students with LD and their teachers remains. Thank you so much for your continued involvement and support. We look forward to continuing to provide you with services and products to enhance your teaching, research, professional development, and advocacy. As always, we welcome your feedback and input. I can be reached at Pres@TeachingLD.org. Please encourage your friends and colleagues to add on a DLD membership. The resources provided on our website and the journal membership to *Learning Disabilities Research and Practice* are well worth the membership dues.

Sincerely,

Erica Lembke

Washington Budget News

by David Bateman

The unthinkable has happened: House and Senate Republican and Democratic leaders have come to an agreement on a budget.

In a rebuke of sequestration and the sweeping funding cuts it mandated, lawmakers on Capitol Hill unveiled a bipartisan $1.1 trillion federal funding bill, which contains numerous CEC-supported investments in special and gifted education programs, including:

- $500 million increase in IDEA's program for school-aged children
- $19 million increase in IDEA's infants and toddlers with disabilities program
- $7.6 million increase in IDEA's technical assistance and dissemination program (this funding will also be used to support Special Olympics)
- $7 million increase for IDEA's parent information centers
- $6.7 million increase for research in special education
- $5 million for the Jacob Javits Gifted and Talented Students Education Act, which has not been funded since 2011

For the last year, school districts across the country have been reeling from budget cuts caused by sequestration, which slashed special education by over $600 million. This about-face will help schools across the nation fix some of the damage caused by sequestration.

These gains are particularly notable considering the polarizing fiscal climate on Capitol Hill that resulted in a 16-day shutdown of the federal government last fall. While CEC recognizes that a far greater investment is necessary to adequately fund all IDEA programs—particularly key programs not receiving increases this year such as IDEA's preschool and personnel preparation programs, among others—the FY 2014 federal funding bill represents a positive step for students, families, and educators.

President Obama Budget Proposal

Urge Your Representative to Support IDEA Funding!

Join CEC, Lawmakers in Urging President Obama to Invest in IDEA

Does your representative in Congress support increasing funding for IDEA?

Now's the time to find out!

Use CEC's Legislative Action Center to ask your representative to join a bipartisan group of lawmakers in urging President Obama to increase funding for IDEA in his FY 2015 budget proposal, which is expected next month.

Please join CEC in advocating for increased IDEA funding by asking your lawmakers to sign this letter—it only takes a minute using CEC's Legislative Action Center!

Culturally and Linguistically Diverse Committee Report

by Dr. Diane Rodriguez, Fordham University

My name is Diane Rodriguez and I am an associate professor in the Graduate School of Education at Fordham University in New York City. I have been involved in the area of bilingual special education in different capacities for many years. One of the tasks that I enjoy very much is advocating for culturally and linguistically diverse students with special needs. Accordingly, I directed and produced a video celebrating bilingual special education, which is available at https://www.youtube.com/watch?v=UqOOgAHrAWs. The video demonstrates the ability of students with disabilities to learn in two languages. Already able to speak and understand some words in two languages, in only a couple years they will be bilingual, able to speak and comprehend two languages. For teaching and advocacy purposes, this summer I will be hosting the Bilingual Special Education Summer Institute at Fordham University, featuring nationally and internationally renowned experts in the field. Visit our website at http://stage.web.fordham.edu/test_suite/gse1/bilingual_special_ed/index.asp for more information.

As the new chair of the Culturally and Linguistically Diverse (CLD) Committee, I would like to open a forum for discussing issues pertaining to teaching CLD students with learning disabilities. What are educators' concerns? How can we help? What needs to be done? What are the next steps? Who wants to be involved with the committee? CLD Committee members currently include Dr. Peishi Wang, Queens College; Dr. Julie Esparza, Portland State University; Dr. Regina Brandon, San Diego State University; and Dr. Miguel Orozco, University of California at Riverside.

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Our mission on the CLD Committee is aligned with the Division of Learning Disabilities in support of a community that bridges research, policy, and practice in order to improve outcomes for individuals with learning disabilities (LD), including culturally and linguistically diverse students with LD.

One of our activities is to recognize teachers working with CLD students with LD. The Marva Collins Diversity Award honors a special education teacher who makes a significant impact on the education of children and youths with learning disabilities who come from culturally and linguistically diverse backgrounds. If you know an outstanding teacher from a diverse background working with CLD students with learning disabilities, please nominate the teacher. For more details please visit http://teachingld.org/awards.

Another goal of our committee is to recruit and retain more teachers from diverse backgrounds in our division. We believe that the knowledge, expertise, and input from individuals with diverse experiences and backgrounds make an enormous contribution to the discourse of teaching CLD students with disabilities. Particularly, we would like to invite schoolteachers to join the committee. If you are interested in joining, or have further questions, please contact us at diversity@teachingld.org.

Join the Division for Learning Disabilities at CEC 2014 Convention and Expo

April 8-12, 2014—Philadelphia, PA

EXECUTIVE BOARD MEETING

Wednesday, April 9, Noon-7:00 p.m.

Room 409, Level 4 Philadelphia Marriott Downtown

Friday, April 11, 8:00 a.m.-12:30 p.m.

Room 413, Level 4 Philadelphia Marriott Downtown

PROFESSIONAL DEVELOPMENT & STANDARDS

Thursday, April 10, 12:00-1:00 p.m.

Room 405, Level 4 Philadelphia Marriott Downtown

DR KNOWLEDGE UTILIZATION/DR & DLD ALERTS COMMITTEE MEETING

Thursday, April 10, 12:00-2:00 p.m.

Salon L, Level 5 Philadelphia Marriott Downtown

CULTURAL AND LINGUISTIC DIVERSITY COMMITTEE

Thursday, April 10, 11:00 a.m.-2:00 p.m.

Room 413, Level 4 Philadelphia Marriott Downtown

MEMBERSHIP COMMITTEE

Thursday, April 10, 1:00-3:00 p.m.

Room 401, Level 4 Philadelphia Marriott Downtown

PUBLICATIONS COMMITTEE

Thursday, April 10, 1:00-3:00 p.m.

Room 402, Level 4 Philadelphia Marriott Downtown

BUSINESS MEETING

Thursday, April 10, 5:00-6:00 p.m.

Salon F, Level 5 Philadelphia Marriott Downtown

RECEPTION AND STUDENT POSTER SESSION

Thursday, April 10, 6:00-8:00 p.m.

Salon F, Level 5 Philadelphia Marriott Downtown

CAN COMMITTEE

Friday, April 11, 1:00-3:00 p.m.

Room 413, Level 4 Philadelphia Marriott Downtown

Treasurer's Report, Spring 2014

by Peggy Weiss

Greetings, members! I hope this spring newsletter finds you well and thawing out from a very wintry winter.

The membership numbers for the Division for Learning Disabilities, like most CEC divisions, have declined in the past several years. Despite this, we continue to be on a sound financial footing because of the leadership of our board. In addition to membership dues, DLD earns funds from subscriptions to Learning Disabilities Research and Practice (LDRP), webinars through CEC, several publications available through CEC, and subscriptions to TeachingLD.org. If you are interested in the specific numbers, I will present the budget at our business meeting on Thursday, April 10th, during the CEC Convention. Please join us.

Your membership in DLD is very important to the field of learning disabilities. Without your membership, we could not do our work to support you and others who work with students with learning disabilities (LD). With your $20/$25 membership, you receive:

- A year's subscription to LDRP (the premier journal for learning disabilities)
- Full access to all of the material on TeachingLD.org, including Alerts, Teaching Tutorials, HotSheets, and new videos (coming soon)
- A quarterly newsletter, New Times for DLD, with updates about current topics and issues in the field
- Direct links to board members and leaders in learning disabilities through TeachingLD.org and our membership activities

In addition, your membership dues support the ongoing work of our executive board. Currently, the board is working on position papers for response to intervention, the construct of learning disabilities, and instruction for students with LD. Board members also represent you in several important disability groups such as NJCLD, Consortium for Citizens With Disabilities, and CEC. The voice for students with LD cannot be drowned out.

In conclusion, I want to thank you for your support of DLD and encourage you to reach out to others who work with students with LD and encourage them to join. Take advantage of all of the resources on TeachingLD.org and let us hear from you if you have suggestions for new material. I hope to see you at the CEC Convention in April.

Sincerely,

Peggy Weiss, *Treasurer*

treas@teachingld.org

POINTS OF PRIDE

DLD Research Award Winner

The DLD Research Committee is pleased to award **Shaqwana Freeman-Green** as the winner of the **2014 DLD Doctoral Research Award**. Dr. Freeman-Green is currently an assistant professor at Illinois State University. She conducted her dissertation, Effects of the SOLVE Strategy on the Mathematical Problem Solving Skills of Secondary Students With Learning Disabilities, at the University of North Carolina at Charlotte in 2013. Her study examined the effects of using the SOLVE strategy on the mathematical problem solving of six eighth-grade students with learning disabilities. The results of her study suggested a functional relationship between explicit instruction in the SOLVE strategy and computation scores on mathematical word problems.

Position Statement 1: Intensive Interventions for Students With Learning Disabilities in the RTI Era

CHAPTER HIGHLIGHT

Sharon Vaughn, University of Texas at Austin
Rebecca Zumeta, American Institutes for Research
Jeanne Wanzek, Florida State University
Bryan Cook, University of Hawaii
Janette Klingner, University of Colorado Boulder

Response to intervention (RTI) reforms have changed the structure of many aspects of special education for students with and at risk for learning disabilities (LD). Regardless of the structure of services, the core of special education for students with LD remains intensive instruction. Many students with LD are not being provided with appropriate instruction that consists of intensive, individualized interventions based on the best available evidence. To encourage schools and districts to examine the intensity, individualization, and research base of their instructional approaches for students with LD, the Council for Exceptional Children's Division for Learning Disabilities offers the following position statement:

RTI reforms provide a structure for delivering instruction to students with and at risk for LD. Students with LD require appropriate instruction that includes intensive, individualized interventions based on the best available evidence to help them improve in their areas of need, successfully access the general education curriculum, and make progress toward standards. Special education for students with LD should not be either accommodations/adaptations OR intensive interventions, but both. We suggest that the design and implementation of these intensive, individualized, research-based interventions will likely require changes in how schooling is now provided to the vast majority of students with LD.

Follow this link to view the full position statement:
TeachingLD.org/pages/position-papers

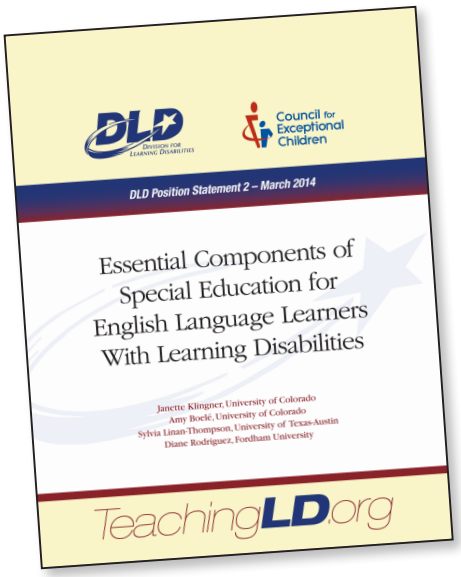
Position Statement 2: Essential Components of Special Education for English Language Learners With Learning Disabilities

CHAPTER HIGHLIGHT

Janette Klingner and Amy Boelé, University of Colorado
Sylvia Linan-Thompson, University of Texas-Austin
Diane Rodriguez, Fordham University

A seamless, supportive education for English language learners (ELLs) with learning disabilities (LD) includes many essential components. When ELLs are identified as having LD, their need for instruction in English language development does not end (Gersten & Baker, 2000; Rodriguez, Carrasquillo, & Lee, 2014; Zehler et al., 2003), nor do the benefits of instruction in their home language cease. In other words, ELLs with LD need the services designed to support both students with LD and ELLs. These learners benefit from (a) culturally and linguistically responsive teachers; (b) culturally and linguistically responsive and relevant instruction; (c) a supportive learning environment; (d) assistance with English language acquisition (such as oral language, vocabulary, and academic language development) and support with the home language; (e) help in the general education classroom with accessing the general education curriculum; and (f) intensive research-based interventions designed to help improve academic and, possibly, behavioral skills in targeted areas.

Follow this link to view the full position statement:
TeachingLD.org/pages/position-papers



Special Events at DLD Reception in Philadelphia

Thursday, April 10, 6:00-8:00 p.m.

Salon F, Level 5 Philadelphia Marriott Downtown

As usual, this year's reception following the DLD business meeting at the annual convention in Philadelphia will feature student research poster presentations. These posters provide excellent opportunities for interactions among the many eminent scholars who attend the reception and those who, though early in their careers, are beginning to contribute to the knowledge base.

This year during the reception, DLD will also take time to remember its late past president, Janette Klingner. As Sharon Vaughn explained elsewhere in this newsletter, Janette was more than just a contributor to the organization. She was someone to whom many on the board could turn for thoughtful and considerate advice. Regardless of whether you knew Janette personally, please join us in remembering her.

In addition, in collaboration with George Mason University's Division of Special Education and DisAbility Research, DLD will honor two of its long-time contributors, Margo Mastropieri and Tom Scruggs, on their retirement from Mason. Join DLD and many other friends as we say, *"Thanks, Tom and Margo, for your many excellent contributions."*

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Go to: http://teachingld.org/officers and click on an officer's name (if highlighted) to view a brief biography. To contact a member of the executive board, visit: http://teachingld.org/contact_forms/new