

## PRESIDENT'S MESSAGE

By Bill Therrien

The last time I was in person with a significant number of DLD members was the CEC convention held in Portland, Oregon in early February 2020. During the convention I had the pleasure of attending numerous sessions led by DLD members and others on how to ensure individuals with LD receive the evidence-based education and services they deserve. I had a great time. Heck, I even got my picture taken with the Oregon State mascot—Benny Beaver—who made an appearance in my hotel lobby for some event unrelated to our conference. He is quite a bit taller than the beavers we have in Virginia and his head doesn't seem to be of proportional size to his body, but nonetheless I was happy to meet him and have a picture snapped—you don't get to see that picture because I can't find it! However, in the picture here, I am with my colleague, John Lloyd, sitting at the CEC booth where we remained for a few hours to see if folks had any questions for us regarding our roles as editors of *Exceptional Children*. We didn't get many 'formal' questions, but lots of folks came by to say hi and introduce themselves. It was great to see old friends and meet new ones.

I have a friend who is a big Sci-Fi fan and he talks about the kinship and exhilaration he feels when he attends *Star Trek* conventions. It is invigorating, he says, to get together with people who share the same passion. I am no 'Trekkie' but I imagine that many of us feel similarly when we have the opportunity to get together with a large group of special education professionals like we did in Portland. I know I sure feel that way—affirmation, kinship, intellectual



engagement, constructive debate, and ultimately renewal of my commitment to our field. I leave thinking *these are my people and we do important work*. I miss times like that and seeing you all in person, not on Zoom. I hate Zoom!

But wow, thinking back now, it sure was crowded! People jammed into every nook and cranny of the convention hall, lots of loud talk, laughter, hugs and pats on the back. Things have changed, we all know that, but I am not sure we have taken the time to reflect how dramatically so. We have been too busy completely re-inventing all we do both professionally and personally. I am so incredibly proud of special educators and related personnel who are putting in 15-hour days to prep for, and teach, students with LD and others. Some are providing instruction all online and others in dramatically modified classroom settings. Many are teaching fulltime and parenting fulltime. Some are risking their own lives or those of their family members because they have pre-existing conditions and continue to serve our students in person. This is not hyperbolic. I have a former preservice student, now special educator, who is living

*continued on page 2*

## INSIDE THIS ISSUE

- » DLD PUBLIC POLICY UPDATE PAGE 3
- » PUBLICATIONS AND COMMUNICATIONS UPDATE PAGE 4
- » PDSE COMMITTEE UPDATE PAGE 5
- » CULTURAL AND LINGUISTIC DIVERSITY UPDATE PAGE 6
- » CEC 2021 SESSION HIGHLIGHTS PAGE 7

Editor:  
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apart from his wife because she has cancer, and he needs to continue to teach in person and doesn't want to expose her to the Covid-19 virus. And of course, the virus is not all we are facing at this time. The world, the United States, the school system, our profession, and each of us individually have a lot on our plates to put it mildly.

So what can we, as the *Division for Learning Disabilities*, and me privileged enough to be the 2021 president, do in times like these? I have been procrastinating writing this letter for weeks because to be honest, what I can think of doesn't feel like it rises to the occasion nor does it meet what special education professionals and individuals with learning disabilities deserve.

In his book, *On Tyranny: Twenty Lessons from the Twentieth Century*, Timothy Snyder, provides concrete suggestions on ways to proactively approach times like these. One of his suggestions, I believe, is particularly salient to us.

“Defend institutions. It is institutions that help us to preserve decency. They need our help as well. Do not speak of “our institutions” unless you make them yours by acting on their behalf. Institutions do not protect themselves. So choose an institution you care about and take its side.” (<https://scholars.org/contribution/twenty-lessons-fighting-tyranny-twentieth-century>)

There have been many hard-fought victories won for individuals with disabilities over the years, with *PL 94-142* coming first to my mind. In turn there are institutions from local public schools to national organizations like CEC and DLD that work to ensure those with disabilities receive the services they are entitled to under the law. We must protect these institutions, and the Laws that undergird their efforts. Now this doesn't mean we give them a pass when they do not sufficiently serve special education professionals and

their students, but it does mean we are ardent supporters of their existence. We need them and the people who encompass these institutions (i.e., each other!) if we ever hope to fulfill our commitment to individuals with LD. **We are here to serve, because we know the promise individuals with LD hold to make profound contributions to society.** Institutions allow us to ban together and achieve our mission. Certainly as part of our mission, these time call upon us to critically reflect on how best to ensure equity across those we collaborate with and those we serve.

So that is my promise to you. This year and going forward, I will work to preserve and enhance our institution, DLD, in order to ensure individuals with LD, dyslexia and other disabilities receive the education they deserve. I invite each of you to also become a defender and advocate of DLD. You can do so by joining one of our committees, taking on a special assignment for the board or simply being a member and attending our events, and accessing resources on our website and in our journal—*Learning Disabilities Research and Practice*. Although we are living in a new reality, we still have a lot planned for this year, great DLD sessions at CEC L.I.V.E., plans for our second DLD@Night event at the Teacher Education Division Conference, development of new TeachingLD.org resources and much more. Time to get to work!

On a lighter note, I hope we can get together in person soon. I miss my version of a *Star Trek* convention and seeing you in person. Certainly (??), come CEC 2022, we will be in a position to yet again crowd into a convention hall. We will be in Orlando, home of the University of Central Florida. Perhaps all of us can crowd in and get a picture together with their mascot—Knightro. Just like Benny Beaver, he has a head outsized for his body too. I promise I won't misplace the picture this time. 🐿️

## DLD Call for Award Nominations and Grant Submissions

The Division for Learning Disabilities administers the award, grant, and loan programs that recognize excellence in learning disabilities and promote activities to support the organization's goals. Applications are due on **October 15th** of each year.

Each program description is on our website: <http://teachingld.org/awards>

## DLD Public Policy Update

CEC's Board of Directors recently approved three new policy statements of interest to DLD members. The full policy statements can be found at the [CEC website](#). The Board approved revisions to its Policy on Restraint and Seclusion, as well as its Policy on School Climate. These two new revisions follow a third revision on school vouchers, which was approved over the summer:

- Position on Restraint and Seclusion Procedures in School Settings.
- Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities.
- Position on Use of Public Education Dollars to Fund School Vouchers and Other Voucher-Type Programs.

“Helping to shape public policy is one of the fundamental pillars of CEC, which is why it’s so crucial for us to have current position statements that reflect the views of our entire community,” explains CEC President Dr. Jennifer Lesh. “These key documents shape both our proactive and reactive efforts on Capitol Hill, as well as our efforts with partner organizations.” Dr. Lesh stresses the importance of an open and transparent system for developing position statements.

The following is from the statements themselves. DLD members are encouraged to read the statements as they reflect the sense of the organization.

### Restraint and Seclusion:

CEC maintains it should be the goal of all educators and policy makers to eliminate the use of restraints and seclusion and to develop and implement positive educational strategies respecting the dignity and safety of children and youth with exceptionalities. CEC contends the disciplinary practice of restraining and secluding children and youth are not behavior change strategies and therefore should never be included within Behavior Intervention Plans (BIPs) or Individualized Education Programs (IEPs), nor should they be identified in individualized safety or emergency plans. Moreover, CEC recognizes the acute impact restraint and seclusion may have on children and youth who have experienced trauma related to previous abuse and how medications or health problems might affect the physical well-being of the student during restraint procedures or seclusion. Therefore, CEC believes restraint and seclusion should only be used as a last resort and in extremely rare instances when a child’s behavior poses an imminent threat of physical harm to themselves or others.

### Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities:

Providing safe school and community settings for children and youth with exceptionalities requires strategic planning and the development of comprehensive school safety plans. Designing such plans also requires a multidisciplinary perspective to ensure they are data-driven, culturally competent, and evidence-based. School and community members must collaborate in the design and identification of the resources necessary to promote the physical safety of students and staff while maintaining the rights and dignity of all children and youth. This entails providing adequate and well-trained mental and physical health professionals, including school psychologists, school nurses, counselors, and social workers. Federal, state/province, and local policies must uphold the value of such plans and make available the funding necessary to support successful implementation. As an organization, members of CEC recognize that for all individuals to feel safe, comprehensive safety plans and policies must emphasize proactive approaches to reducing unwanted behavior. We have long advocated the implementation of tiered intervention models, including Positive Behavior Interventions and Supports (PBIS) and Multi-tiered systems of support (MTSS), as evidence-based practices to support explicit instruction in social-emotional learning and creating school-wide positive expectations. To do so effectively, school leaders and teachers must use multiple measures of school climate, such as climate survey responses and rates of student disciplinary actions such as suspension/expulsion or chronic absenteeism to inform decision making. Data should reflect every level (e.g., classroom, school, school district, and statewide) to monitor school safety, to ensure certain groups are not disproportionately represented, and to prevent unwanted behavior through an emphasis on proactive supports and targeted interventions.

### Position on Use of Public Education Dollars to Fund School Vouchers and Other Voucher-Type Programs

CEC opposes school vouchers and voucher-type programs for all children and youth including those with disabilities. Such programs are contrary to the best interests of all children and youth and their families, the public-school system, local communities, and taxpayers.

*continued on page 4*

CEC considers vouchers and voucher-type programs inappropriate for children and youth and those with disabilities for at least the following reasons:

- Use of Public Education Funds for Private Schools Vouchers
- Absence of Necessary Accountability and Transparency
- No Guarantee of FAPE
- Families Opt Out of Procedural Protections

- No Guarantee of Equal Access
- Segregation or Lack of Access to a Continuum of Placement Options
- Re-Segregation Rather Than Diversity

DLD members are encouraged to review the CEC policy and position statements and the evidence-based practices mentioned therein.

For more information, please contact the DLD Policy Chair, Lisa Goran, at [goranl@missouri.edu](mailto:goranl@missouri.edu).

## PUBLICATIONS AND COMMUNICATIONS UPDATE

*Dear Members,*

I am happy to take this opportunity to highlight three major updates from the Publications and Communications committee.

### LDR&P Editor Search

Most members are aware that over the past several months we have been conducting a search for the next editor of *Learning Disabilities Research & Practice*. This search is well underway and we are looking forward to announcing the new editor(s) by spring 2021. The new editor(s) will enter a transition period in summer 2021, and will assume their two-year commitment as editor beginning January, 2022. Thank you to those of you who applied, recommended applicants, and spread the word about this important opportunity.



### PD in 3

In fall 2020 and in collaboration with the Professional Development, Standards, and Ethics Committee, the Publications and Communications Committee re-visioned the PD in 3 Spotlight published on the [teachingld.org](http://teachingld.org) website. Our newest contribution comes from Dr. John Hoover, who with his team examined the extent to which a sampling of Individualized Education Programs incorporated considerations for culturally and linguistically diverse students. He discusses his co-authored article titled “Examining IEPs of English learners with Learning Disabilities for Cultural and Linguistic Responsiveness” with Dr. Kelly Williams. You can find the interview and materials on [teachingld.org](http://teachingld.org). When you reach the main website, scroll to and click on the Professional Development Corner box. You will then be redirected to the content.

I would like to extend a special thank you to the subcommittee who oversees PD in 3 content and development for their efforts.

Sincerely,

**Kristen D. Beach**

*Publications and Communications Committee Chair*

## PROFESSIONAL DEVELOPMENT, STANDARDS, AND ETHICS (PDSE) COMMITTEE UPDATE

### *Dear Members,*

Happy New Year! I am happy to share that the Professional Development, Standards, and Ethics (PDSE) Committee has been busy. I sincerely thank my past and present committee members for their service and support.

We are currently revalidating the Advanced Standards set for learning disabilities. The revalidation process has us reflect upon what skills we value as essential for teachers of students with learning disabilities. While the pandemic has slowed the process a bit, we anticipate presenting the updated standards to our members this year. The committee and I believe it is important to align the standards with DLD initiatives and resources. As we roll out the standards, we will explicitly communicate how they align with DLD resources (e.g., DLD Alerts, PDin3, webinars) that can be used in teacher preparation and continued education courses and programs.

The PDSE Committee is working with the Publications Committee on the *PD in 3 Reimagined* series. In our *PD in 3 Reimagined* series, we share a recent publication, interview the authors, and create an infographic on the same topic. You can find them in the Professional Development (PD) Corner of the DLD website. Check out our first *PD in 3 Reimagined* featuring Dr. Rajiv Stasangi as he discusses his award-winning article on using video modeling to teach mathematics (<https://www.teachingld.org/professional-development-pd-corner/>).

The PDSE committee is fortunate to recognize outstanding educators through the DLD Outstanding Educators Award. Since 2020 was such a remarkable year, we are thrilled to recognize three outstanding educators. These exceptional educators will be announced at the our annual DLD Business Meeting in conjunction with this year's CEC Convention and Expo.

This past year, we were able to fund six doctoral research projects through our Candace S. Bos Innovative Projects grant competition. This grant competition is open to teachers, doctoral students, and other pupil services personnel who work with students with LD to fund creative projects that enhance instruction, curriculum, action research, and service delivery. The application for this award can be found on the

website and is due on **Oct. 15** every year. This year's recipients are:

- **Divya S. Deshpande** (The Pennsylvania State University) for: *Enhancing Geometry Problem Solving for Secondary Students with Learning Disabilities: Investigating the Virtual-Representational-Abstract Instructional Sequence and Metacognitive Strategy Instruction*
- **Xin Lin** (The University of Texas at Austin) for: *Teaching Fraction Vocabulary to Students Experiencing Mathematics Difficulty*
- **Anna Moriah Myers** (University of Virginia) for: *Virginia's Dyslexia Training Policy and its Impact on Teacher Knowledge, Efficacy, and Professional Development*
- **Rachel Juergensen** (University of Missouri Columbia) for: *Opportunities for Sensemaking in Science for Students with Learning Disabilities and Students with Learning Difficulties: A Mixed Methods Study*
- **Jiyeon Park** (The University of Texas at Austin) for: *A Fractions Intervention using Virtual Manipulatives in Online Learning*
- **Sarah M. Salinas** (Arizona State University) for: *Special Education Small Group Reading Instruction with English Learners with Learning Disabilities*

The PDSE Committee is always accepting new members. If you would like to get involved in DLD and our PDSE projects, please reach out to me at [emh71@psu.edu](mailto:emh71@psu.edu).

*Elizabeth Hughes, Chairperson*

*Professional Development, Standards, and Ethics Committee*

### **DLD Call for Student Proposals**

In addition to its awards, grants, and loans, DLD also sponsors special competitions for **students to present their research** during the DLD's reception at the Council for Exceptional Children's annual meeting. The Executive Board of the Division for Learning Disabilities (DLD) invites interested university undergraduate and graduate students, who are members of DLD, to submit proposals for poster presentations. Be sure to submit by the **October 15th** deadline!

## Cultural and Linguistic Diversity Committee Activities Report for 2020

The Cultural and Linguistic Diversity (CLD) Committee had a productive year despite the challenges caused by the COVID-19 pandemic. At the CEC conference in Portland, our committee gave a presentation on content area instruction for CLD students with learning disabilities through the lens of culturally responsive teaching (CRT). We demonstrated how classroom teachers could incorporate principles of CRT in math, reading, and writing instruction. We highlighted several evidence-based practices, including concrete-representational-abstract math instruction, collaborative strategic reading, and self-regulated strategy development.

Our manuscript, based on our CEC conference presentation, has been accepted for publication in the journal, *Learning Disabilities Research and Practice*. It is scheduled to be published in the spring of 2021.



Peishi Wang, Chairperson  
Cultural and Linguistic Diversity Committee

Our proposal to the CEC 2021 conference, titled, *Successes and Barriers to Supporting Students with Disabilities from Diverse Backgrounds During the Pandemic*, has been accepted and will be featured on the Mainstage during the conference. In this presentation, we will discuss effective strategies to support teachers and parents of English learners with disabilities during remote learning.

Lastly, our committee is in the process of writing a manuscript for a special issue for *TEACHING Exceptional Children*. Our goals are twofold. First, help teachers and practitioners understand the intersectionality of culturally sustaining pedagogy (CSP) and explicit instruction. Second, demonstrate how teachers can implement CSP and explicit instruction to achieve positive academic outcomes for all students, especially those from culturally and linguistically diverse backgrounds.



**SAVE THE DATE:**  
**MAR. 8, 2021 - MAR. 13, 2021**  
**CEC 2021 Convention & Expo**  
**is going virtual!**

The Council for Exceptional Children Convention & Expo is the largest special education professional development event for all educators! It's also a great opportunity for you to access high-quality, evidence-based professional development all in one place.

CEC's Learning Interactive Virtual Event (L.I.V.E.) will transform the Convention & Expo from an in-person gathering to an online experience while keeping what you love about this great event.

From the comfort and convenience of your home with reduced registration rates and flexible scheduling, CEC L.I.V.E. will bring you: All the FUN you expect from CEC Central and the Expo Hall, including prizes, drawings, swag, games, and more!

Registration and conference details go to: <https://exceptionalchildren.org/convention/registration>

## DLD Showcase: Pedagogy, Practice, and Pride in Secondary Special Education: Introducing the Critical 5

FRIDAY, MARCH 12, 2021

### Abstract

Given the changing roles for secondary special educators, the DLD Showcase will focus on The Critical 5. Panelists will briefly outline the theoretical, practical, and research behind each practice before delving into the specifics of daily use. Specific examples, methods of problem solving, and additional resources will be shared.

### Learner Outcomes

*Participants will be able to:*

1. Identify the critical five pedagogical practices for improving outcomes for students with disabilities in secondary schools.
2. Embed the five practices into the daily practice of secondary schedule educators.
3. Learn more thorough follow up resources on evidence-based practices.

### Session Leader

*Michael Faggella-Luby, Texas Christian University, Fort Worth*

### Co-Presenter(s)

*Kristen Beach, University of North Carolina, Charlotte*

*Erica Lembke, University of Missouri, Columbia*

*Rajiv Satsangi, George Mason University, Fairfax, VA*

*Jean Schumaker, University of Kansas, Lawrence*

*Bill Therrien, University of Virginia, Charlottesville*

## Collaborative Session: Crucial Conversations: Enhancing the Field of Learning Disabilities for Culturally and Linguistically Diverse Students

SATURDAY, MARCH 13, 2021 | COLLABORATIVE SESSION

### Abstract

This collaborative session between CEC's Division for Learning Disabilities (DLD) and Division of Culturally and Linguistically Diverse Exceptional Learners (DDEL) is intended to showcase a panel discussion of select scholars to address how to enhance the field of learning disabilities as it concerns culturally and linguistically diverse students. Specifically, we aim to identify the crucial issues on which the field of learning disabilities should focus in regards to better serving culturally and linguistically diverse learners over the next 5-10 years.

### Learner Outcomes

*Participants will be able to:*

1. Recognize a gap in the literature/field of learning disabilities as it relates specifically to students of culturally and linguistically diverse backgrounds.
2. Identify key actionable steps for both practitioners and researchers on aligning explicit instruction and culturally sustaining practice.
3. Understand key steps to becoming a culturally competent educator.

### Session Leader

*Miriam Ortiz, Division for Learning Disabilities*

### Co-Presenter(s)

*Endia Lindo, Texas Christian University, Fort Worth*

*Peishi Wang, Queens College, CUNY*

*Elizabeth Hughes, Penn State University, State College*

*Alta Broughton, Saint Mary's College of California*

*continued on page 8*

## Collaborative Session: Helping Teachers/Practitioners Guide their Practice Using Meta-Analyses

SATURDAY, MARCH 13, 2021 | COLLABORATIVE SESSION

### Abstract

In this collaborative session between DLD & CCBD we: (1) define core components of meta-analyses, (2) provide guidelines on how research consumers can utilize meta-analyses to guide instructional practices for students with disabilities using an overarching template and (3) apply the template to meta-analyses from the LD & EBD fields.

### Learner Outcomes

*Participants will be able to:*

1. Describe the core components of meta-analyses.
2. State the five core guidelines to use when evaluating meta-analytic reviews in order to guide practice.
3. Apply the five core guidelines to use when evaluating meta-analytic reviews in order to guide practice.

### Session Leader

[Bill Therrien](#), *University of Virginia, Charlottesville*

### Co-Presenter(s)

[Bryan Cook](#), *University of Virginia, Charlottesville*

[Lysandra Cook](#), *University of Virginia, Charlottesville*

### Primary Topic Area - Required

Learning Disabilities

### Secondary Topic Area

Emotional and Behavioral Disorders

## But What Does It Look Like? Instructional Strategies for Exceptional CLD Students

SATURDAY, MARCH 13, 2021 | MULTI-PRESENTATION SESSION

### 1. Examining the Efficacy of Mathematics Word Problem-Solving Interventions for English Learners With Mathematics Difficulties

#### Abstract

Schools continue to struggle to provide supports for students with mathematics difficulties who are also acquiring English as an additional language. Word problem-solving deficits present unique challenges for these learners, due to linguistic complexities imbedded within mathematical tasks and cognitive demands of rigorous mathematics learning progressions. This presentation will cultivate an understanding of the complex relationship between language and mathematics through an evaluation of existing literature and dissemination of research-supported instructional practices for improving word problem-solving accuracy of English learners with mathematics difficulties.

#### Learner Outcomes

*Participants will be able to:*

1. Examine empirical findings on the efficacy of word problem-solving interventions for English learners with mathematics difficulties.
2. Identify effective evidence-based strategies that can be used to support English learners with mathematics difficulties on word problem-solving tasks.
3. Develop an awareness of critical features of effective interventions and the impact of such features on students' academic growth and sense of belonging within the mathematics classroom.

#### Session Leader

[Sarah Gorsky](#), *The University of Texas at Austin*

#### Co-Presenter

[Diane Bryant](#), *The University of Texas at Austin*

*continued on page 9*



## 2. Improving Science Vocabulary Instruction to Support Students With Disabilities From Historically Marginalized Backgrounds

### Abstract

In this session, attendees will learn about a multimedia professional development (PD) package used to improve inclusive, middle school science teachers' vocabulary instruction. Information pertaining to accessing these PD materials for personal use, as well as its impact on the performance of students with disabilities from historically marginalized backgrounds, will be discussed.

### Learner Outcomes

*Participants will be able to:*

1. Learn about the purpose and components of the multimedia PD package utilized in this study.
2. Learn about the evidence-based vocabulary instructional practices that were targeted.
3. Learn how this PD package supported improvements in inclusive science teachers' use of such practices.
4. How improvements to vocabulary instruction impacted the performance of students across these intersecting, marginalized groups.
5. Learn about limitations of the study and implications for practice and future research.

### Session Leader

[Lindsay Carlisle](#), *University of Virginia, Charlottesville*

## 3. Increasing Academic Vocabulary Processing with Technology Tools for ELs With Disabilities

### Abstract

Combining culturally and linguistically responsive strategies with technology increases the brain's processing ability by reducing cognitive load when learning new vocabulary. Technology tools used by students to repeatedly rehearse, respond, and receive immediate feedback increase self-efficacy for English learners (ELs) with disabilities. These strategies support learning for diverse learners by validating and capitalizing on their unique experiences. Thus, ELs with disabilities engage in academic interactions, demonstrate knowledge, and develop deeper conceptual understanding.

### Learner Outcomes

*Participants will be able to:*

1. Learn best practices to promote new vocabulary learning for English learners with disabilities.
2. Learn how the use of technology applications enhances vocabulary practice.
3. Understand the impact of explicit vocabulary interventions on content mastery.

### Session Leader

[Le Tran](#), *University of Texas, Austin*

### Co-Presenter

[Jeannie Merritt](#), *Lawrence Public Schools*

## Assessment Conversation Guidelines: Improving Family Involvement in the Assessment Process

SATURDAY, MARCH 13, 2021 | PRESENTATION WITH Q&A

### Abstract

Actively involving families in assessment can lead to positive outcomes in every child's development. Based on research with early educators and families from various backgrounds presenters will share a practical conversation guideline and other resources for involving families throughout the assessment process.

*continued on page 10*

## Learner Outcomes

Participants will be able to:

1. Critique conversation guidelines for various assessment purposes that will improve early educators' self-efficacy related to involving families.
2. Discuss resources that will enable early educators to work more effectively with families from CLD backgrounds.

## Session Leader

[Audra Classen](#), *University of Southern Mississippi, Hattiesburg*

## Co-Presenter

[Jean Kang](#), *University of North Carolina, Greensboro*

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## You're Invited to the DLD Annual Business Meeting

MARCH 11, 2021

5:00PM-6:00PM EASTERN

Please join us for our Annual DLD Business Meeting and Awards Ceremony. For Zoom information as well as last year's meeting minutes, please email Miriam Ortiz [miriamortizdld@gmail.com](mailto:miriamortizdld@gmail.com). We hope to see you there!

*There will be a virtual social after the meeting.*

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## A Message from the Editor

Although we are unable to meet in-person, we want to be sure you are up to date on all of the happenings within our organization and feel supported. We hope you enjoyed this issue of *New Times for DLD*, and that you would consider a few of our requests.

First, we would love to feature your work in our newsletter. Submit your information with any awards you have received (or have been nominated for) related to individuals with learning disabilities.

Also, consider submitting a research or practice manuscript for our publication. As a division, we are expanding our



readership, so please contact us if you have some ideas for an article that others may find beneficial in our field (e.g., policy, culturally sustaining practices). Thank you for your attention, and I hope you enjoy CEC LIVE.

Grace and Peace,  
**Shaqwana Freeman-Green, Ph.D.**  
*Editor, New Times for DLD*

Please use [newsletter@teachingld.org](mailto:newsletter@teachingld.org) for all inquiries and submissions; we would love to hear from you!

## Subdivision Contact Info

Several jurisdictions have active DLD subdivisions. Many of these organizations have conferences and other activities for teachers. All subdivisions can provide more information about learning disabilities at the state, province, or local level. Please contact the representatives listed below for more information. If you are a DLD member and are interested in forming a subdivision in your state, contact DLD's Membership chair.

ILLINOIS – Elizabeth Mackie  
[Illinois@TeachingLD.org](mailto:Illinois@TeachingLD.org)

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