

## FEATURE ARTICLE

By Karen F. Kehoe, Tennessee Center for the Study and Treatment of Dyslexia, Middle Tennessee State University

### Introduction

In 2022, the National Center for Education Statistics (NCES) published alarming results from the most recent administration of the National Assessment of Educational Progress (NAEP), which showed a drop in reading proficiency rates among American youth (National Center for Education Statistics, 2022). Even more troubling, NAEP results again showed gaps in performance between English learners/emergent bilinguals) and English monolinguals, and between students with disabilities and those without. These performance gaps have persisted for three decades (NCES, 2022). These and other data make it clear that we need to do better for EL/EB students, and especially for those who also have learning disabilities. Before we can provide targeted instruction and intervention that meet the needs of English learners who are struggling in reading, however, we must identify the source of their difficulties.

### The Simple View of Reading and Profiles of Struggling Readers

According to the simple view of reading (Gough & Tunmer, 1986), students who struggle in reading comprehension may have difficulties stemming from decoding, language comprehension, or both. Depending on the severity and specificity of their difficulties, struggling readers fall on a

## Effects of Reading Interventions for English Learners with Risk or Characteristics of Dyslexia: Summarizing a Recent Meta-Analysis



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continuum of relative strengths and weaknesses (e.g., Capin et al., 2021). At the low end of the continuum of language comprehension abilities is developmental language disorder (DLD), which results in weak linguistic skills “despite adequate environmental stimulation and cognitive abilities with no neurological impairments” (Adlof & Hogan, 2018, p. 765). At the low end of the continuum of decoding/word reading proficiency is a student with *dyslexia*, characterized by deficits in decoding, word reading, fluency, and spelling and inadequate response to evidence-based instruction (Miciak & Fletcher, 2020; International Dyslexia Association, 2003; Shaywitz & Shaywitz, 2020). A student with characteristics of both DLD and dyslexia is said to have “mixed reading difficulties (MRD)” (e.g., Spear-Swerling, 2015, p. 26).

### Under-identification of English Learners with Dyslexia

Because the simple view of reading applies both to monolingual and bilingual students (e.g., Cho et al., 2019; Hoover & Gough, 1990), English learner/emergent bilingual (EL/EB)<sup>1</sup> students who struggle with reading comprehension may present with language difficulties/DLD, decoding deficits/dyslexia, or mixed reading difficulties. Yet, EL/EB

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students are identified with dyslexia at much lower rates than their EM peers (Odegard et al., 2020; Wolf, 2019), even though the true prevalence of dyslexia among both groups is likely similar (Fletcher et al., 2018). When ELs/EBs students struggle in reading, their difficulties often are attributed solely to their developing language proficiency, even if these also have underlying decoding and word reading deficits. As a result, instructional interventions that target English oral language (i.e., language comprehension) only, to the exclusion of foundational skills needed to crack the code of written language (i.e., decoding), will not meet the needs of ELs/EBs with dyslexia. As put forth in the simple view of reading, these students will continue to struggle with reading comprehension unless their code-based deficits also are addressed.

## The Current Study

One consequence of the under-identification of EL/EBs with dyslexia is a lack of conclusive findings about the effect of reading interventions for this specialized population. To address this gap in the field's understanding, Dr. Emily J. Solari at the University of Virginia led a research team in conducting a meta-analysis of reading interventions for ELs/EBs with or at risk for dyslexia in the elementary grades (i.e., kindergarten through fifth grade, or K-5). The aims of this project were: first, to synthesize current research on reading interventions for these students; and second, to estimate the mean effects of existing interventions. This study, titled "Effectiveness of Interventions for English Learners with Word Reading Difficulties" was published in *Learning Disabilities Research & Practice (LDRP)* in 2022 and won the Samuel J. Kirk Award in early 2023. This article summarizes the purpose, findings, and key takeaways from that meta-analysis.

## Research Questions

In this research synthesis and meta-analysis, researchers asked two questions:

- 1) What are the characteristics of studies that examined the effects of reading interventions on EL/EBs in K-5 with or at risk for dyslexia?
- 2) What was the mean effect of reading interventions on reading outcomes of EL/EBs with or at risk for dyslexia?

## Method

### Included Studies

Researchers first conducted an extensive search of studies investigating the effects of reading interventions for K-5 EL/EBs with or at risk for dyslexia. We screened the abstracts of

13,861 peer-reviewed studies and dissertations published between January 1, 2000 and January 1, 2020. From this group, 659 studies were pulled for full-text review. This entailed reading each study in its entirety to determine whether it met several pre-determined criteria for inclusion in the final synthesis and analyses (i.e., *inclusion criteria*). First, studies were included only if they met certain design criteria.<sup>2</sup> Study sample was another important consideration: at least 50% of students receiving a given intervention had to be enrolled in grades K-5, identified in as EL/EBs, and exhibit risk or characteristics of dyslexia. Given that the primary characteristics of dyslexia are difficulties with decoding, word reading, and spelling (Odegard, 2019), we included only studies describing interventions that included instruction in these or related skills (e.g., phonemic awareness, word- or text-reading fluency). Moreover, interventions had to be delivered primarily in English, in school-based settings, and for a minimum of two sessions. All included studies had to provide data on one or more reading-related outcomes both for students in the intervention (i.e., "treated" students) and for similar students who did not receive the intervention (i.e., "controls"). Finally, included studies had to provide enough information for researchers to independently calculate an *effect size*, or an estimate of the magnitude of the intervention's impact.

## Key Findings

### Research Question 1: Describing the Research

Our first goal was to get a sense of existing research on reading interventions for EL/EB students in K-5 who have been identified with or show risk factors for dyslexia. Of the 659 studies that underwent full-text review, only 17 met all inclusion criteria. Notably, 395 studies (60%) were excluded because participants were: a) not within the specified grade range (K-5); b) not English learners/emergent bilinguals; or c) did not exhibit risk for or characteristics of dyslexia. In other words, 40 years of reading research yielded fewer than 20 studies on the effects of foundational reading interventions for K-5 EL/EB students with or at risk for dyslexia. This finding confirms the need for more rigorous research into what works to ensure reading success for linguistically diverse students with reading difficulties.

The Students. Students in the included studies spoke 17 different languages. In nine of these studies, all students spoke Spanish as their home language. In one study, students' home language was Arabic. In the remaining seven studies, students spoke multiple languages, including: Bangladeshi, Bosnian, Cantonese/Chinese, French, Hebrew, Korean, Lingala, Russian, Somali, Tagalog, Tamil, Thai,

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Tshiluba, Turkish, Vietnamese. In 10 studies, all students were enrolled in either kindergarten or first grade. Six studies included students in grades 2-5. One study included students in kindergarten through third grade.

**The Interventions.** Interventions in the studies we reviewed ranged in dosage (total number of minutes of instruction per student) from just 60 to 8,000 minutes; most studies reported dosage of between 1,000 and 2,000 minutes of instruction per student. One study did not report dosage. Sixteen different intervention programs were reported<sup>3</sup>. Interventions were delivered by various individuals, including school-based personnel (e.g., English as a second language [ESL]-certified teachers, classroom teachers, special education teachers, instructional assistants, paraprofessionals), researchers (and/or individuals hired by the researchers to implement the intervention), and community volunteers.

Nearly all interventions (15/17; 88%) included a fluency component. Fourteen interventions included decoding instruction; 13 included phonemic awareness (PA) instruction; 12 included comprehension instruction; encoding and vocabulary were each addressed in 10 studies. A single study included instruction in morphology. Of the 17 studies we reviewed, seven (41%) described interventions that addressed all the following instructional components: PA, phonics/decoding, fluency, vocabulary, and comprehension.

### ***Research Question 2: What Was the Mean Effect of Interventions Implemented with EL/EBs with Risk or Characteristics of Dyslexia in K-5?***

Because of study design considerations<sup>4</sup>, we divided the final group of 17 studies into two groups and analyzed intervention effects separately for each group. On measures of overall reading, we found a positive and statistically significant effect ( $g=0.31$ ,  $p\leq.05$ ) of reading interventions described in the first group of 10 studies and a positive but non-significant effect ( $g=0.48$ ,  $p=.18$ ) of interventions described in the second group of seven studies.

When we examined the first group of 10 studies for effects of interventions on different types of reading outcomes for EL/EBs with word reading difficulties, we found positive and statistically significant effects on word reading (both real and nonsense words):  $g=0.36$ ,  $p\leq.05$ ; text-reading fluency:  $g=0.28$ ,  $p\leq.05$ ; and reading comprehension:  $g=0.26$ ,  $p\leq.05$ . With one exception (word reading;  $g=2.03$ ;  $p\leq.05$ ), our analyses of interventions described in the second group of seven studies did not produce statistically significant effects on different reading outcomes for these students.

**Interpreting the Results: Statistical Significance.** Interpreting the meaning of statistically significant results can pose a challenge for individuals without a background in research and statistics. Here, it can be helpful to define what is meant by “statistical significance.” In basic terms, this means the degree of confidence researchers have in attributing effects to a specific cause. In the case of this meta-analysis, how confident could we be that changes in students’ reading outcomes were due to the reading interventions described in the studies we reviewed? Typically, statistical significance is set at  $p=.05$ . This means there is a 5% risk of obtaining a “false positive” – concluding that the reading interventions themselves caused the change in students’ reading outcomes, when the change was actually due to chance or some other factor. Our findings enable us to claim that the reading interventions described in the first group studies caused EL/EB students with or at risk for dyslexia to have higher reading scores than similar students who did not receive the interventions, and we can make this statement with a high degree of confidence – it will be true 95% of the time. Similarly, students’ improvement in word reading, text reading fluency, and reading comprehension scores can be attributed to the interventions they received. This, too, we can state with 95% confidence.

Conversely, we cannot state with an acceptable level of confidence that the interventions in the second group of seven studies caused improvement in students’ scores. Although students in these interventions scored almost half a standard-deviation (.48) higher than similar students who did not participate in the interventions, the lack of statistical significance leaves us unable to confidently attribute this difference solely to the reading interventions.

It is important to note that our meta-analysis did not enable us to answer the question, “Are reading interventions effective for improving reading outcomes for EL/EB students with dyslexia in K-5?” Rather, our findings help to answer the question, “Of the reading interventions described in the available research on EL/EB students with dyslexia in K-5, what are the average effects of those interventions?” This is a critical distinction, especially given the small number of studies included in our analyses.

**Interpreting the Results: Effect Size.** The second key piece of information from the findings of this meta-analysis is effect size. Effect size is helpful here for a couple of reasons: first, it allowed us to compare effects across studies, even when different assessments were used to measure the same reading outcomes. Effect size estimates also answer the question, “How large were the effects of these 17 reading



interventions on the reading outcomes of EL/EBs with dyslexia in K-5?” Traditional guidelines state that an effect of .20 is a small effect, .50 is a medium effect, and .80 is a large effect (Cohen, 1988). By these guidelines, the statistically significant effect sizes reported in our meta-analysis were mostly small (comprehension:  $g=.26$ ) to medium (real/nonword reading:  $g=.36$ ), with one large effect (nonword reading:  $g=.03$ ). More recent guidance on interpreting effect sizes in education research, however, suggest that an effect of  $\leq .05$  is a small effect,  $.05 \leq .19$  is a medium effect, and  $\geq .20$  is a large effect (Kraft, 2020). By these guidelines, we found consistently large intervention effects on combined reading scores and measures of reading-related skills.

**Interpreting the Results: Practical Significance.** Finally, beyond identifying an effect size as “small,” “medium,” or “large,” it may be most helpful to think in terms of *practical significance*. In other words, for EL/EB students with risk or characteristics of dyslexia in K-5, what are the real-world implications of implementing a reading intervention with a word reading or foundational skills component? The Institute of Education Sciences (IES) What Works Clearinghouse (WWC) guidelines state that effect sizes of greater than .25 are “substantively important” in education research (WWC, 2020). The effect sizes reported in our meta-analysis (.26-.36) all clear this bar. This indicates that existing reading interventions have a substantive, or meaningful, impact on the reading outcomes of K-5 EL/EBs with or at risk for dyslexia.

## Practical Applications

Much research exists on the effectiveness of interventions for K-5 English monolinguals with or at risk for reading disabilities (e.g., Gersten et al., 2020; Neitzel et al., 2022; Suggate, 2010; Wanzek et al., 2016, 2018). From this research, we know that multicomponent reading interventions – those that emphasize skills on both sides of the simple view of reading (i.e., decoding and language comprehension) are beneficial for students with reading difficulties and disability, including dyslexia (Hall et al., 2022).

It is reasonable to expect that English learners/emergent bilinguals with dyslexia also would benefit from multicomponent interventions, and the results of this meta-analysis support that notion. Specifically, our results suggest that the overall reading skills of ELs/EBs with dyslexia should improve following interventions that include not only code-based skills (e.g., PA, word reading) but also language-based skills (e.g., vocabulary, comprehension strategy instruction). At the same time, the fact that only 17 studies were included in our research synthesis and meta-analysis highlights the need for more research on the effectiveness of interventions for ELs/EBs with dyslexia. 🍷

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<sup>1</sup> Over the years, several terms have been used to describe students whose home language differs from the language of instruction: limited English proficient (LEP); English language learners (ELL), language or linguistic minorities, English learners (EL), and emergent bilinguals (EB). This terminology has evolved to reflect a shift away from deficit language and toward affirmation of the benefits of linguistic diversity, both for individuals and within society. In this article, I use the combined EL/EBs to refer to “English learners/emergent bilinguals” to refer to any students for whom the language of instruction (i.e., English) differs from the home/primary language.

<sup>2</sup> Experimental group designs, select quasi-experimental group designs, and single-case experimental design studies were eligible for inclusion in this meta-analysis.

<sup>3</sup> Intervention programs examined in these 17 studies: Phonics for Reading (Apichatabutra, 2009); UFLI (Arriaza de Allen et al., 2010); Transitions Lessons (Baker, 2016); Read Well (Denton et al., 2004); Road to Reading (Dussling, 2016); Reading Rescued (Ehri et al., 2007); Reading Mastery and Corrective Reading (Gunn et al., 2005); Early Reading Intervention (Gyovai et al., 2009); Reading Partners (Jacob et al., 2016); LEA with Assistive Technology (Jozwik & Mustian, 2020); Repeated Reading (Landa and Barbetta, 2017); Timed Reading Practice (McCarty, 2012); Sound Partners (Vadasy & Sanders, 2010, 2011); Proactive Reading (Vaughn et al., 2006a, 2006b); PA+Letter-Sound Instruction (Wise et al., 2016).

<sup>4</sup> See Solari et al. (2022) for details.

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## Public Policy Committee Updates

The DLD Public Policy Committee continues to advocate on behalf of students with learning disabilities as well as their teachers and families. DLD has signed on support to several advocacy letters, including:

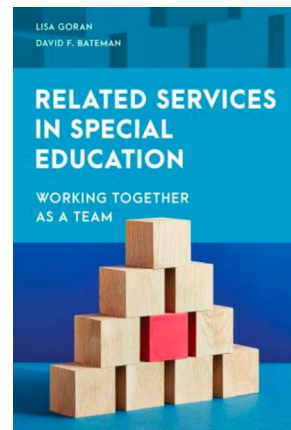
- Support for budget funding levels and appropriations for programs and services for children with disabilities
- \*Response to the More Teaching, Less Testing Act
- \*Recommendations for the Innovative Assessment Demonstration Authority (IADA) program
- \*Recommendations for a proposed technical assistance center on significant disproportionality
- Support of the IDEA Full Funding Act
- Support for the PARA Educators Act

\*Letter facilitated by the Consortium for Citizens with Disabilities (CCD)

The Public Policy Committee would also like to congratulate two of our members, **Dr. Lisa Goran and Dr. David Bateman**, on the publication of their (excellent!) new book *Related Services in Special Education: Working Together as a Team*. Check it out wherever books are sold!

If you are looking for ways to engage in advocacy work, here are three easy next steps:

- Join the DLD Public Policy Committee! We always welcome new members so reach out to Elizabeth Zagata at [eazagata@gmail.com](mailto:eazagata@gmail.com) if you're interested.
- Subscribe to the weekly Policy Insider email sent from Kuna Tavalin, CEC's Senior Policy Advisor - <https://exceptionalchildren.org/policy-insider>
- Reach out to your congressional representatives to request their support on prioritizing special education funding, increasing school-based mental health services, and rebuilding the special educator work force - <https://exceptionalchildren.org/takeaction>



## Call for Student Posters!

Division for Learning Disabilities  
Annual Convention of the Council for Exceptional Children  
March 13-16, 2024 – San Antonio, TX

The Executive Board of the Division for Learning Disabilities invites interested university undergraduate and graduate students who are members of DLD to submit proposals for poster presentations. The interactive poster session will be held during the DLD Reception at the **CEC Convention & Expo in San Antonio, TX**.

**Submission Deadline: Friday, November 3, 2023**

**Selection Criteria:** Members of the DLD Executive Board, faculty members, and graduate students from multiple universities will review the proposals. Reviewers will then select high-quality, research-based proposals that are relevant to the field of learning disabilities and DLD's purpose.

**Proposal Guidelines:** Proposals must include all of the following information to be considered for review. Incomplete or late proposals will not be reviewed.

1. **Cover sheet:** Include a one-page cover sheet listing the following information for EACH presenter. If more than one person is presenting, indicate who will serve as the primary contact (must be a student).
  - a. Name
  - b. Status (i.e., undergraduate, master's, doctoral student)
  - c. School
  - d. Mailing address
  - e. Telephone number
  - f. Email address
2. **Proposal:** The body of the proposal must include:
  - a. Title: Title of presentation
  - b. Student presenters: Student name(s) and CEC student member number(s)
  - c. Sponsor: Name of sponsoring university faculty member (indicates that the content of the poster will be of high-quality and based on research; this faculty member is not required to be present at the poster session)

- d. Abstract: 50 words or fewer
- e. Description of poster: 250 to 500 words providing a brief description of the poster, including the following:
  - i. Purpose, rationale, and research questions
  - ii. Research and procedures methods
  - iii. Findings
  - iv. Conclusions and implications

**Submission Guidelines:** All the information outlined above should be saved in a word processing document (.doc or .docx) and sent as an attachment via e-mail to Tiffany Tipton, DLD Student Representative, at [tтиpton@usd407.org](mailto:tтиpton@usd407.org) by **Friday, November 3, 2023**. Please include "*DLD Student Poster Session Proposal*" in the subject line.

**Notification of Acceptance:** The DLD Student Representative will notify the primary contact about the status of the proposal in December 2023. If the proposal is accepted, students are expected to be present at the poster session and will receive a future email with information regarding (a) the location of the poster session; (b) required materials for the session; and (c) the specified format and presentation of the poster.

**Please note:** These posters are not part of the formal CEC program and will not be listed in the conference program. DLD does not offer any compensation or reimbursement for presenters. Visit [www.teachingld.org](http://www.teachingld.org) for additional information about this and other initiatives of the Division for Learning Disabilities.

**Questions?** Contact Tiffany Tipton, DLD Student Representative, at [tтиpton@usd407.org](mailto:tтиpton@usd407.org)

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### Join Us for the CEC 2024 Convention & Expo in San Antonio, TX March 13-16, 2024

There's a lot to do at CEC 2024 and if it's your first time attending, don't worry—we're here to help! Here are some suggestions on what not to miss, how to plan your time, and how to make the most of your experience.

Visit: <https://ceconvention.org> for more information or to register!



## Candace S. Bos Innovative Project Grant

The Division for Learning Disabilities' (DLD) Bos Award is named after Candace S. Bos, a dedicated scholar who also served as president of DLD. These grants support doctoral students, teachers, and other pupil services personnel who provide services to students with learning disabilities as they develop creative projects to enhance instruction, curriculum, action research, and service delivery. DLD allots a total of \$5,000 yearly, funding individual projects from \$100 to \$1,000. Applicants must be members of DLD.

Applications are due **November 1**. Send questions and applications to Dr. Elizabeth M. Hughes at [emh71@psu.edu](mailto:emh71@psu.edu). Email response will be sent upon receipt.

Download applications and information at:  
<https://www.teachingld.org/about-us/awards-and-grants/>

## John Wills Lloyd Outstanding Doctoral-Level Research Award

The Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC) announces its annual competition for John Wills Lloyd Outstanding Doctoral Research Award. The purposes of the award are to encourage excellence in doctoral level research and to recognize quality research that contributes to the field of learning disabilities.

### The award consists of

- A \$500 cash award,
- Up to an additional \$500 for travel to receive the award at the CEC Annual Convention,
- Free one-year membership in CEC and DLD,
- An opportunity to present the research at the CEC Annual Convention, and
- An invitation to submit the research in the Division journal, *Learning Disabilities Research & Practice*.

### Timeline

Applications for the award must be received no later than **November 1**. The recipient will be selected and notified by **December 15**.

### Eligibility

The competition is open to individuals (self-nominations are appropriate) who have received (a) approval by the dissertation committee of the final written form of the dissertation or (b) the doctoral degree during the two-year period preceding November 1 of each application year.

Eligibility will be verified through the applicant's degree-granting institution to protect all applicants, the universities, and DLD. These criteria are for the purpose of eligibility and do not indicate that the submitted research must be a student's dissertation; students are welcome to submit other studies that they have conducted during the period when they are eligible. Only submit one application per person.

The award recognizes doctoral students who have focused their research on learning disabilities or who have conducted related research having clear implications for the field of learning disabilities. Studies employing any research methods (e.g., experimental, ethnographic, historical, or survey) appropriate to research questions related to learning disabilities are appropriate.

### Application

Each applicant must submit documentation including:

- An appropriate title page including the dissertation title, author, date of dissertation, approval or awarding of degree, degree-granting institution, name and dissertation committee chair, and applicant's current address and phone number;
- An abstract, not to exceed 150 words [as an attachment in Rich Text Format (.rtf), Microsoft Word format (.doc or docx), or portable document format (.pdf)];
- A manuscript not to exceed 25 pages (not including tables, figures and references) outlining and summarizing the research, using APA guidelines. Manuscripts submitted for this competition may already have been submitted or accepted for publication. If submitted or accepted, appropriate publication information must be provided (submit this manuscript in .rtf, .doc or .docx, or .pdf format); and
- Because duplicate file names can be confused, please clearly name each file with the applicant's name, application year, and identity of the file and without spaces; for example, Cruickshank\_2013\_manuscript.pdf or Kirk2013abstract.docx.

### Send applications to DLD Research Committee Chair:

Dr. Michael Solis at [michael.solis@ucr.edu](mailto:michael.solis@ucr.edu). Email response will be sent upon receipt.



## Marva Collins Diversity Award

The Division for Learning Disabilities' Marva Collins Diversity Award honors a special education teacher who makes a significant impact in the education field of children and youths with learning disabilities who come from culturally and linguistically diverse backgrounds. Nominators must be members of DLD.

### The award consists of

- A \$500 stipend,
- Up to \$500 in travel expenses for presentation of the award held at DLD's business meeting during CEC's annual convention, and
- A commemorative plaque.

**Timeline:** Nominations are due **November 1**.

Email applications to:

### **DLD Cultural and Linguistic Diversity Committee Chair:**

Dr. Shaqwana Freeman Green at [s.freemangreen@unf.edu](mailto:s.freemangreen@unf.edu). Email response will be sent upon receipt.

Applications and information at:

<https://www.teachingld.org/about-us/awards-and-grants/>

## Jeannette Fleischner Career Leadership Award

The Division for Learning Disabilities' Jeannette Fleischner Career Leadership Award honors those who have advanced the field of learning disabilities through direct service, policy development, community service, research, or organizational leadership throughout their careers. Up to three awards may be given annually to recognize a variety of types of contributions. Nominators must be members of DLD.

### The award consists of

- A \$500 stipend,
- Up to \$500 in travel expenses for presentation of the award held at DLD's business meeting during CEC's annual convention, and
- A commemorative plaque.

**Timeline:** Nominations are due **November 1**.

Email applications to:

Dr. Elizabeth M. Hughes at [emh71@psu.edu](mailto:emh71@psu.edu). Email response will be sent upon receipt.

Applications and information at:

<https://www.teachingld.org/about-us/awards-and-grants/>

## Outstanding Educator of the Year Award

The Division for Learning Disabilities' Outstanding Educator-of-the-Year Awards recognize outstanding professionals who serve students with specific learning disabilities. Nominees may be special educators, general educators, administrators, or other educators who have spent at least five years serving students with learning disabilities at any grade level.

### The award consists of

- A \$200 stipend,
- Up to \$500 in travel expenses for presentation of the award held at DLD's business meeting during CEC's annual convention, and
- A commemorative plaque.

**Timeline:** Applications are due **November 1**.

Email full applications to the

### **DLD Professional Development Committee Chair:**

Dr. Elizabeth M. Hughes at [emh71@psu.edu](mailto:emh71@psu.edu). Email response will be sent upon receipt.

Applications and information at:

<https://www.teachingld.org/about-us/awards-and-grants/>

## Federal Policy-Making Award

The Federal Policy-Making Award recognizes a policy-maker who has made significant contributions to policies that promote provision of services for individuals with learning disabilities. As many as three awards can be given annually. The nominator of an individual for this award must be a member of DLD.

### The award consists of

- A commemorative plaque.

**Timeline:** Applications are due **November 1**.

Send nominations to **DLD Policy Committee Chair:**

Dr. Elizabeth Zagata at [eazagata@gmail.com](mailto:eazagata@gmail.com). Email response will be sent upon receipt.

Applications and information at:

<https://www.teachingld.org/about-us/awards-and-grants/>

## Regional Conference Loan Application

The Division for Learning Disabilities (DLD) of the Council for Exceptional Children encourages consortia composed of two to seven subdivisions of the DLD to sponsor conferences cooperatively as a means of disseminating information about educational practices that affect DLD members. A host subdivision should be identified, and the host subdivision will assume the leadership for the conference.

### Guidelines

- DLD loans up to \$5,000.
- Regional conferences can be scheduled at any time of the year except one month preceding or one month following the CEC Convention.
- DLD will support only one regional conference per fiscal year (Jul-Jun).
- DLD will provide technical assistance through the Professional Development, Standards, and Ethics Committee.
- Information disseminated about practices should be based on empirical research or identified to the audience as not being validated.
- After expenses are paid, any additional monies will be divided equally between DLD and each of the consortium members.

### Timeline

Applications will be accepted on a rolling basis. Please submit inquiries and completed proposals to [ProfDev@TeachingLD.org](mailto:ProfDev@TeachingLD.org)

### Application

The applicant subdivision should provide information indicated in the form that follows and submit it with a written description of the proposed conference. Applicants should provide a business plan showing how and what proportion of the loan will be repaid.

1. Host Subdivision:
2. Collaborating Subdivisions:
3. Host Subdivision Contact Person:
4. Address:
5. Phone and e-mail contact data:
6. Budget Request:
7. Conference Location:
8. Conference Date(s):
9. Conference Theme:
10. Projected # of Attendees:

Applications and information at:

<https://www.teachingld.org/about-us/awards-and-grants/>

## Subdivision Conference Loan Application

The Division for Learning Disabilities (DLD) of the Council for Exceptional Children will provide loans to help subdivisions sponsor conferences to disseminate information about educational practices that affect members of DLD and other educators. A total of \$5,000 per year has been allocated by DLD for loans to support subdivision conferences.

### Timeline

Applications will be accepted on a rolling basis. Please submit inquiries and completed proposals to [ProfDev@TeachingLD.org](mailto:ProfDev@TeachingLD.org)

### Application

Please complete the following application form and submit it with a written description of the proposed conference.

### Form

The applicant subdivision should provide information indicated in the form that follows and submit it with a written description of the proposed conference. Applicants should provide a business plan showing how and what proportion of the loan will be repaid.

1. Host Subdivision:
2. Host Subdivision Contact Person:
3. Address:
4. Phone and e-mail contact data:
5. Budget Request:
6. Conference Location:
7. Conference Date(s):
8. Conference Theme:
9. Projected # of Attendees:

Applications and information at:

<https://www.teachingld.org/about-us/awards-and-grants/>

## 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)

NEW JERSEY – Marie Segal  
[NewJersey@TeachingLD.org](mailto:NewJersey@TeachingLD.org)

NEW YORK – Shannon Budin  
[NewYork@TeachingLD.org](mailto:NewYork@TeachingLD.org)

ONTARIO – Diane Vandebossche  
[Ontario@TeachingLD.org](mailto:Ontario@TeachingLD.org)

WISCONSIN – Jackie Blumberg  
[Wisconsin@TeachingLD.org](mailto:Wisconsin@TeachingLD.org)

FLORIDA – Diana Morales  
[Florida@TeachingLD.org](mailto:Florida@TeachingLD.org)

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