

THE COUNCIL FOR LEARNING DISABILITIES

32nd International Conference on Learning Disabilities
Sheraton Myrtle Beach Convention Center Hotel
Myrtle Beach, SC



Don't miss the 32nd International Conference on Learning Disabilities hosted by the Council for Learning Disabilities (CLD). CLD celebrates 32 years of conference excellence in offering high-quality topical sessions addressing issues and evidence-based practices in the field of learning disabilities. Our theme and focus for the 32nd conference is: *Practices for Promoting Positive Change: Meeting the Needs of Struggling Learners*. An outstanding program of institutes, workshops, invited speakers, numerous special and break-out sessions, special events, and exhibits is planned across the 2 days of the conference. The program is certain to be of special interest to:

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

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

FULL-DAY PROFESSIONAL DEVELOPMENT INSTITUTES (2)
(9:00 a.m.- 4:00 p.m.)

I – 1: *Implementing Peer-Assisted Learning Strategies (PALS) in Reading for Grades 2-6: A Research-Validated Inclusive Practice*

Pam Stecker, Clemson University
Janie Hodge, Clemson University

Peer-assisted learning strategies (PALS) is a research-validated practice that includes class-wide peer tutoring activities to support diverse learning needs among students in general education classrooms. In a multi-tiered system designed to meet needs among all students in the school, PALS is a supplemental program intended to provide important student practice opportunities during the first tier of reading instruction. PALS is helpful to average and high-achieving students and is especially beneficial for struggling learners, including students with learning disabilities. This day-long session provides the training necessary to implement Reading PALS for Grades 2-6 and is appropriate for both general and special educators. This session focuses on instruction in the PALS procedures: Partner Reading, Retell, Paragraph Shrinking, and Prediction Relay. PALS management procedures are addressed, including reciprocal roles of students (readers and coaches) as well as the classroom teacher's role; partner pairing procedures; incentive/accountability system; the selection and use of reading materials; and modifications for informational text. Additionally, progress monitoring procedures in reading are presented, so participants will be better able to judge the adequacy of their students' progress.

Note: The purchase and use of the PALS teacher manual is a requirement for participation during this session, so early registration is necessary for securing a manual (\$40.00 per manual).

I – 2: *Promoting Positive Responsive Engagement for Culturally Different Students and Families*

Cathy Kea, North Carolina A & T State University
Gloria Campbell-Whatley, University of North Carolina at Charlotte
Diane Rodriguez, East Carolina University

Part 1: *Responsive Family Involvement: "Down Home" Teaching*

The first part of the institute will examine the importance of family involvement and engagement. The dimensions of cultural competence with African-American families will also be explored. Culturally responsive strategies used in homes, both rural and urban school environments will be shared, coupled with recommendations for teacher educators to infuse working with diverse families throughout their teacher preparation programs.

Part 2: *Imaginative, Inventive, Ingenious Instruction: The Bi-Lingual Learner*

The second part of the institute will offer several culturally responsive strategies for teachers to use in integrated inclusive settings with bilingual special education students.

Part 3: *Raising the Response: Exploring Cultural Models*

The third part of the institute will identify assumptions about culture and learning, and the challenges found within the current response to intervention models. Ways to respond to communities whose cultural practices differ from mainstream culture, and how to design and implement culturally responsive interventions to support learning will be provided.

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS (9)

Morning Sessions (9:00 to noon)

W – 1: *Universal Design for Learning: A Promising Practice for Engaging Struggling Youth*

Larry Korterling, Appalachian State University
Terry McClannon, Appalachian State University

In this half day session, participants explore ways in which the principles of Universal Design for Learning (UDL) can be integrated into traditional learning environments to improve students' engagement. Participants will develop practical learning artifacts that incorporate UDL principles during hands-on activities. Presenters will also share background information on a UDL project involving high school algebra and biology teachers along with corresponding successes, student feedback, challenges and lessons learned.

W – 2: *Service Delivery in High School: Juggling the Myriad of Demands and Needs*

Naomi Zigmond, University of Pittsburg

In this workshop, Zigmond will explore service delivery options for secondary aged students with learning disabilities. Special attention will be paid to co-teaching as a vehicle for providing access to the general education curriculum, but we will also consider how to meet other needs of students with LD and how to help these students meet the requirements of graduation and plan for life beyond high school.

W—3: *Effective Elementary-Level Writing Instruction: Translating Research into Practice*

Tanya Santangelo, Arcadia University & *Reading and Writing Quarterly*

This interactive workshop has three overarching objectives. First, it will increase your knowledge of the most common difficulties experienced by struggling writers—including writers with learning disabilities. Second, it will expand your understanding of what research suggests are the essential components of effective writing instruction. Third, it will introduce you to Self-Regulated Strategy Development, an evidence-based practice that can be used to improve students' writing performance and attitude. As we focus on these topics, practical classroom suggestions will be offered and multiple resources will be provided.

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS—continued:**W –4:** *Creative Scheduling: A Key to Heightened Achievement for Special Youngsters*

Joel Brodsky, Educational Consultant, Long Beach, NY

All too often traditional scheduling practices lead to the placement of our students in inappropriate and/or overloaded classes that negate our efforts in Co-teaching and other vital programs. This interactive session will provide specific scheduling strategies that ensure appropriate placement, common planning time, cost-effective programming and minimize pull-outs. It will also, based on expressed needs of participants, analyze varied scheduling designs for use at their home school. All of these creative schedules focus on heightening achievement for all students and fostering effective collaboration between regular and special educators.

W – 5: *Closing the Literacy Gap in Middle and High Schools: Embedding Learning Strategies to Improve Disciplinary Literacy*

Michael Faggella-Luby, University of Connecticut

Learning strategies have long been a powerful tool for educators of struggling students, but how does strategy instruction fit within whole-school reform models like RtI? This session will present embedded learning strategy instruction as a way to address the growing literacy gap for struggling middle and high school students. Embedding learning strategies provides both the intermediate and discipline specific literacy skills necessary to support meaningful student learning of critical content. Moreover, this method provides clarification of roles for all educators, including both special and general education practitioners within RtI models. Using Disciplinary Literacy as a framework, participants will learn about five big ideas for improving reading comprehension in adolescents, applications of the Learning Strategies Curriculum, and specific examples of discipline specific learning strategy use in content area and support classrooms.

Afternoon Sessions (1:00 to 4:00)**W – 6:** *An Overview of the Writing Next Report: Essential Ingredients of Effective Writing Instruction*

Gary Troia, Michigan State University

This workshop summarizes the 11 evidence-based writing instruction practices described in the highly influential *Writing Next* meta-analysis of quantitative research studies in writing. The implications of the findings from the report for practitioners will be discussed, with a particular focus on how to use the identified practices to address the needs of struggling writers, including students with learning disabilities.

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS—continued:

W –7: *“At Risk” to Graduate: Transforming Pathways for Youth with Learning Disabilities*

Loujeania Bost, Clemson University

For society as a whole, helping youth stay in and complete high school is a worthwhile objective. In order to speak definitively about solutions we must first put dropout in context. We know from literature and research that school dropout is not an isolated event, and that it follows a predictable pathway that often begins as early as elementary school. Students at risk for school dropout exhibit warning signs at critical points that can be altered and ameliorated with foresight, proper programs and supports. Dr. Loujeania W. Bost will discuss, in detail, the predictable pathway to school dropout and practical recommendations and strategies with the strongest evidence available to address these alterable variables and transform students at risk into graduates.

W – 8: *Evidence based Early Numeracy Interventions for Students with Mathematics Difficulties*

Diane Pedrotty Bryant, The Meadows Center for Preventing Educational Risk, The University of Texas
Brian R. Bryant, Psycho-Educational Services & The Meadows Center for Preventing Educational Risk,
The University of Texas
Kathleen Hughes, The Meadows Center for Preventing Educational Risk, The University of Texas

This workshop will focus on assessment and intervention procedures that teachers can use with young students who have mathematics difficulties. Measures will be presented that can be used to identify students with mathematic problems and to monitor their performance throughout the year. Interventions in number sense, place value, and word problem solving will be reviewed. Tips for effective implementation including group and material management will be shared by a math interventionist. An opportunity will be provided for participants to determine how the interventions align with their state standards. Participants should bring a copy of their state’s math standards.

W – 9: *Study Skills Assessment and Instruction for Students with Learning Disabilities*

Jim Patton, Independent Consultant and Adjunct Associate Professor, University of Texas

This workshop will focus on the important set of knowledge and skills known as study skills. These skills are not only needed for success in various postsecondary education settings, but also are essential for functioning successfully in everyday life. The session will introduce a model of study skills that includes the following areas: reading rate, listening, notetaking/outlining, report writing, oral presentations, use of graphic aids, test taking, internet/library usage, use of reference materials, time management, self-management, and organizational skills. The session will present an informal instrument for assessing study skills and offer an array of practical ideas and materials for teaching these important skills.

HALF-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS—continued:**W – 10: *Claiming your Future: Taking your Ph.D., Landing a Job, and Thriving in Academia***

Peggy Shippen, Auburn University

This strand is designed for doctoral students and early career faculty. Three one-hour back-to-back sessions will focus on the major milestones in an academic career. The first session will provide practical information on how to avoid the pitfalls that can derail you during your doctoral work. Session two will provide suggestions for successful job searching in higher education, interviewing, and strategic initial negotiation. Finally, the third session will provide a panel discussion of successful early career faculty and their approaches for thriving in the professorate.

Friday Afternoon/Evening Events!
EXHIBITS, POSTER SESSIONS, MASTER TEACHER SHOWCASE
& PRESIDENTIAL RECEPTION
 4:00 – 6:30 p.m.

Presidential Reception (complimentary appetizers and cash bars)

Exhibits by Vendors

Concurrent Poster Sessions (4:15 – 5:15 p.m. and 5:30 – 6:30 p.m.)

Master Teacher Showcase (5:30 – 6:30 p.m.)

The Leadership Development Committee is proud to showcase the work of the 2010 CLD Outstanding Teachers. Exemplary learning disabilities teachers will share ideas from their classrooms in a poster format. Join them in an informal setting to learn innovative ways to address the needs of students with learning disabilities at all levels of instruction.

W – 11 (Saturday, 12:10-3:10)

Using The Strategic Instruction Model (SIM) to Address Student Participation with the Community Building Series

Mary Etta Taylor, Learning Disabilities Education Associate, Office of Exceptional Children, South Carolina Department of Education

The purpose of ***The Community Building Series*** is to create safe and supportive learning environments for students. This is done through teaching students about concepts such as respect and tolerance and providing each student a partner who can provide support during the learning process. The series consists of five programs: *Focusing Together*, *Following Instructions Together*, *Organizing Together*, *Taking Notes Together*, and *Talking Together*. This session will provide an overview of the Strategic Instruction Model with emphasis on each of the programs in ***The Community Building Series*** with information for obtaining the materials.

**KEYNOTE & 3rd ANNUAL J. LEE WIEDERHOLT
DISTINGUISHED LECTURE**

Saturday, October 9th 9:00 – 10:30 a.m.

After 40+ Years of Research, This is What I Know FOR SURE—Jean Schumaker, Professor Emeritus, University of Kansas, & President, Edge Enterprises

RECOGNITION OF CLD's 2010 AWARD WINNERS following the address/lecture.

CLD's Past Presidents Council is pleased to present Dr. Jean Schumaker as the 2010 Distinguished Lecturer. Plan on attending this presentation and also honoring CLD's Teachers and Outstanding Researcher of the Year.

A Sample of Special Sessions on Saturday

Meet the Journal Editors

Interested in publishing? Would you like to discuss the mission or content of your professional journals? Editors from some of the field's most prestigious journals will discuss all aspects of the publication process for their respective journals. Potential authors and interested others are invited.

Moderators, Co-Editors-in-Chief, *Learning Disability Quarterly*: Diane Pedrotty Bryant, The Meadows Center for Preventing Educational Risk, The University of Texas and Brian R. Bryant, Psycho-Educational Services & The Meadows Center for Preventing Educational Risk, The University of Texas

Annual Research Panel: "Must Reads"

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

Invited Sessions:

- * *Secondary Education Reform and Transition for Students with Learning Disabilities: Where Do We Go From Here?* Diane Bassett, University of Northern Colorado
- * *Positive Approaches for Decreasing Problem Behavior:* Stephen Walker, Northern Kentucky University
- * *Postsecondary Outcomes of Students with LD:* Karen Rabren, Auburn University
- * *Delving Deeper into Writing Next: Strategies for Linking Reading Comprehension and Written Expression through Summarization:* Gary Troia, Michigan State University
- * *Meeting the Challenges of Special Education Administration:* Joel Brodsky, Educational Consultant, Long Beach, NY
- * *What is Nonverbal Learning Disability and What Do We Do About It?:* Sherry Sancibrian & Robin H. Lock, Texas Tech University
- * *Content Area Instruction for Students with Learning Disabilities:* Patricia Graner, University of Kansas, Center for Research on Learning
- * *Inclusion Strategies for Students with Learning Disabilities:* Kim Viel-Ruma, Georgia State University
- * *Math Interventions: An Introduction:* Bradley S. Witzel, Winthrop University



YES!
I want to attend the 32nd International Conference on Learning Disabilities

REGISTRATION FORM

Name _____ Position _____
 Place of Employment _____ Day phone _____
 Year round address _____
 Street _____ City/State/Zip _____
 E-mail _____

CLD Member? Yes, my membership number: _____

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

Check all that apply

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Speaker? | <input type="checkbox"/> Board of Trustee? | <input type="checkbox"/> Past President? | <input type="checkbox"/> CLD 2010 Award winner? |
| <input type="checkbox"/> Student? | <input type="checkbox"/> Volunteer? | <input type="checkbox"/> Exhibitor? | <input type="checkbox"/> Editor? |
| <input type="checkbox"/> CLD Committee Chair? | <input type="checkbox"/> CLD Committee member? | | |

Individual Conference Registration Options

Full Conference Registration Consists of two days: Friday and Saturday's institutes and general sessions, breakouts, and mini-workshops. **To receive the "Before September 10th" rate, forms must be postmarked (or faxed) by September 10th.**

Option 1		
Full Conference Registration plus CLD First Time Special Membership Rate		
Receive a discounted CLD membership rate (\$65 per person/\$35 students) for one year!		
	<u>Before September 10th</u>	<u>After September 10th</u>
CLD new member	<input type="checkbox"/> \$295.00	<input type="checkbox"/> \$335.00
Student new member	<input type="checkbox"/> \$205.00	<input type="checkbox"/> \$245.00
CLD new member volunteer	<input type="checkbox"/> \$195.00	<input type="checkbox"/> \$215.00

Option 2		
Full Conference Registration Only		
	<u>Before September 10th</u>	<u>After September 10th</u>
CLD Member	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$270.00
Nonmember	<input type="checkbox"/> \$295.00	<input type="checkbox"/> \$340.00
Student	<input type="checkbox"/> \$170.00	<input type="checkbox"/> \$210.00
Volunteer	<input type="checkbox"/> \$130.00	<input type="checkbox"/> \$150.00

Option 3		
One-Day Registration — Friday or Saturday		
Designate your choice of day: <input type="checkbox"/> Friday OR <input type="checkbox"/> Saturday		
	<u>Before September 10th</u>	<u>After September 10th</u>
CLD member	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
Nonmember	<input type="checkbox"/> \$220.00	<input type="checkbox"/> \$255.00
Student	<input type="checkbox"/> \$130.00	<input type="checkbox"/> \$155.00
Volunteer	<input type="checkbox"/> \$95.00	<input type="checkbox"/> \$120.00

Team Conference Registration Options

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

Full Conference consists of two days: Friday and Saturday's institutes and general sessions, breakouts, and mini-workshops. **To receive the "Before September 10th" rate, forms must be postmarked (or faxed) by September 10th.**

Team Option 1

Full Conference Team Registration plus CLD First Time Special Membership Rate (a minimum of one new membership must be purchased to register with option one)

Receive a discounted CLD membership rate (\$65 per person) for one year!

Complete the membership registration form in this brochure and send it with this conference registration form for each registrant. An additional institute fee of \$40 each will be applied for individuals registering for Institute One.

<u>Before September 10th</u>	<u>After September 10th</u>
Full Conference Team Rate - \$690.00	Full Conference Team Rate - \$810.00
<input type="checkbox"/> Plus 1 new membership - \$755.00	<input type="checkbox"/> Plus 1 new membership - \$875.00
<input type="checkbox"/> Plus 2 new memberships - \$820.00	<input type="checkbox"/> Plus 2 new memberships - \$940.00
<input type="checkbox"/> Plus 3 new memberships - \$885.00	<input type="checkbox"/> Plus 3 new memberships - \$1005.00
<input type="checkbox"/> Plus 4 new memberships—\$950.00	<input type="checkbox"/> Plus 4 new memberships—\$1070.00

Team Option 2

Full Conference Team Registration Only

An additional institute fee of \$40 each will be applied for individuals registering for Institute One.

	<u>Before September 10th</u>	<u>After September 10th</u>
CLD member	<input type="checkbox"/> \$690.00	<input type="checkbox"/> \$810.00
Nonmember	<input type="checkbox"/> \$885.00	<input type="checkbox"/> \$10200.00
Student member	<input type="checkbox"/> \$510.00	<input type="checkbox"/> \$630.00

Team Option 3

Full Conference Team One-Day Registration

An additional institute fee of \$40 each will be applied for individuals registering for Institute One.

Designate your choice of day: Friday or Saturday

	<u>Before September 10th</u>	<u>After September 10th</u>
CLD member	<input type="checkbox"/> \$525.00	<input type="checkbox"/> \$630.00
Nonmember	<input type="checkbox"/> \$660.00	<input type="checkbox"/> \$765.00
Student member	<input type="checkbox"/> \$390.00	<input type="checkbox"/> \$465.00

Volunteer Information:

The Council for Learning Disabilities strongly encourages individuals to volunteer and attend the 32nd International Conference on Learning Disabilities. In this effort, we provide volunteers with discounted registration and offer volunteers the opportunity to serve as session monitors as well as in other capacities. Volunteers are required to provide a minimum of four hours of service in exchange for reduced conference registration fees. If you are interested in volunteering for reduced conference registration, please contact CLD's Conference Director for more information. **A limited number of volunteer registration slots are available.**

**Registration/Selection Required for Institutes and Workshops on
Friday, October 8 – from 9:00 a.m. to 4:00 p.m.
Saturday, October 9—from 12:10 p.m. to 3:10 p.m.**

Please mark your Friday Full-Day Institute choice below:

AD1*

AD2

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

***An additional fee of \$40 per person will be charged for individuals selecting AD1.**

Please mark your Friday Half-Day Workshop choices below:

Morning (9-noon)

W-1

W-2

W-3

W-4

W-5

Afternoon(1 to 4 p.m.):

W-6

W-7

W-8

W-9

W-10

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

Please mark Half Day Saturday Workshop if you are interested (limited space)

Saturday Afternoon W-11

Payment must accompany your completed registration form. All team registration forms must be stapled together with one check or credit card for total payment of the team. Confirmations will be sent via email — please clearly indicate email address of registrant(s).

Total cost of registration: _____

I am paying by:

Check or money order payable to: Council for Learning Disabilities (US funds only)

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

MasterCard

VISA

American Express

Discover

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

Exp. Date _____

Claims for refunds must be submitted in writing. Refunds are subject to a \$25.00 processing fee. **No refunds will be made after September 10th. There are NO REFUNDS for No Shows.**

Photo release:

Photographs will be taken during the 32nd International Conference on Learning Disabilities. If you would prefer that your photograph **not** be taken and possibly used on our website, please initial here _____.

Return completed registration form with payment to:

CLD

P. O. Box 2266

Mount Pleasant, SC 29465

(Voice) 843-971-2980

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

Hotel Registration Form

The CLD has negotiated a **special conference rate of \$139.00 per night** plus applicable taxes for reservations made by July 23, 2010. The negotiated hotel conference rate for reservations made between July 24, 2010 and September 5, 2010 is \$159.00 per night plus applicable taxes. The CLD strongly encourages conference attendees, presenters and exhibitors to take advantage of the amenities at the Sheraton Myrtle Beach Convention Center Hotel.

Sheraton Myrtle Beach Convention Center Hotel
2101 North Oak Street
Myrtle Beach, SC 29577
843-918-5000 or 800-325-3535

Special Conference Rates:

\$139.00 Single/Double + tax (reservations from now until July 23, 2010)

\$159.00 Single/Double + tax (reservations made after July 23rd and by room block cut-off date of September 5, 2010)

To make hotel reservations, please follow these simple steps:

Dial 843-918-5000 or 1-800-325-3535 or access the following link: <http://www.starwoodmeeting.com/Book CLD EARLYBIRD2010>. Specify that you would like to make reservations in the block for the Council for Learning Disabilities. State your arrival date and the type of accommodations you desire. Requests will be honored on a first-come, first-served basis. Have a credit card available. To hold your room for arrival, either give a credit card number to the agent or send an advance deposit of the first night's rate. A deposit equal to one night's stay is required to hold each guest's reservation. Such deposit shall serve to confirm the reservation for the dates indicated, and, upon check-in, shall be applied to the [first] and/or [final] night of the reserved stay. These deposits paid by individuals are refundable if notice is received at least seventy-two (72) hours prior to arrival and a cancellation number is obtained. Please make your reservations before 5:00 p.m. September 5, 2010, as any unused rooms being held for the Council for Learning Disabilities will be released after that time. **Check-in time is 3:00 p.m. Checkout time is 12:00 p.m.**

Make your reservations early. Cutoff for room block at special low rates: July 23 and September 5th

Need Help Making Airline Reservations?

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

Continental Airlines offers discounts off published fares of 2% to 10% or Zone fares. Call your travel professional or Continental Meeting Works at 800-468-7022 for reservations. Refer to Z Code and Agreement Codes below. Or, save an additional 3% off by booking your own reservations at www.continental.com. Choose your flight times and access your meeting discounts by inserting Zcode: ZGSX and Agreement Code: D2XDJ7 in the Offer Code boxes.

Ground Transportation To and From the Airport

A complimentary shuttle is available to and from the airport from the hotel. After arrival, telephone the hotel to request pick-up.

Driving In

From the North: Take I-95 South to exit US 501 south. Turn left at Robert Grissom Parkway to 21st Avenue North. Turn right and the hotel will be two blocks on the left.

From US 17 North Bypass or US 17 South Bypass: Go to 21st Avenue North. Once on 21st, the hotel will be located four blocks on the left.

From US 17 North Business or US 17 South Business: Go to 21st Avenue North. Once on 21st, the hotel will be located one block on the right.

Parking

The hotel and convention center has ample parking adjacent to the facility. Parking is free for this event in the adjacent lot.

Other Conference Information!!!

Conference-at-a-Glance

Friday, October 8th

- Complimentary Coffee/Tea in Early Morning
- 7:30 a.m. – 10:30 a.m., 11:30 a.m. – 1:30 p.m. & 3:30 – 6:30 p.m. Registration
- 9:00 a.m. to noon - Professional Development Institutes & Half-Day Workshops
- 12:00 p.m. – 1:00 p.m. Lunch (on your own)
- 1:00 p.m. – 4:00 p.m. Professional Development Institutes & Half-Day Workshops
- 4:00 p.m. – 6:30 p.m. Grand Opening of Exhibits and Silent Auction
- 4:00 p.m. – 6:30 p.m. Presidential Reception in Exhibit Area (complimentary appetizers/cash bar)
- 4:15 p.m. – 6:30 p.m. Concurrent Poster Sessions in Exhibit Area
- 5:30 p.m. – 6:30 p.m. Master Teacher Showcase in Exhibit Area

Saturday, October 9th

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

Professional Development Credit

Professional development credit will be offered for attendance at the 32nd International Conference on Learning Disabilities. Please drop by the CEU/Graduate Credit table at the conference for more information.



CLD Conference Headquarters
P. O. Box 2266
Mount Pleasant, SC 29465
Attn: Dr. Mary C. Provost
mcprovost@bellsouth.net