

PROVIDING RESOURCES FOR FAMILIES AND EDUCATORS DURING THE COVID-19 CRISIS



As the world continued to grapple with the COVID-19 crisis, NCLD developed resources and guidance for families and educators to support students with learning disabilities and attention issues. This included best practices to [accelerate learning](#), ensuring schools implement inclusive [social-emotional learning initiatives](#), and other [educator strategies](#) to meet the individual needs of students with disabilities.

NCLD also co-founded the [Educating All Learners Alliance](#), a coalition and digital ecosystem that has grown to 90 national partners and offers hundreds of searchable resources and weekly webinars to support educators who work with students with disabilities.

PROTECTING CIVIL RIGHTS FOR STUDENTS WITH DISABILITIES



When the pandemic hit, schools closed and millions of students and educators immediately started to grapple with remote instruction. Throughout school closures, students with disabilities often faced multiple barriers to learning. In particular, most districts across the nation are facing a backlog of students who need to be evaluated or reevaluated.

NCLD worked with school administrators, school psychologists, educators, researchers, and parents to create a [suite of resources](#) to ensure school leaders, educators and parents have the information they need to address the special education evaluation crisis.

BUILDING COMMUNITY AMONG YOUNG ADULTS



NCLD built an online advocacy curriculum and trained 40 young adults with learning disabilities and attention issues in storytelling, policy issues, and organizing principles. They then used that knowledge to participate in an LD Day of Action where they advocated on behalf of the disability community to Members of Congress and their staff. They also joined with over 100 other advocates for an [LD Town Hall](#) to raise awareness of the achievements of individuals with learning disabilities.

IMPROVING OPPORTUNITIES FOR INCLUSIVE RESEARCH



NCLD partnered with the Yale Center on Emotional Intelligence and EdTogether to conduct a [meta-analysis](#) of social-emotional learning initiatives. The findings revealed that these studies are not inclusive of students with disabilities and students of color. In response, NCLD joined other organizations to [push Congress](#) to include more funding for research on learning disabilities and for the U.S. Department of Education to prioritize our students.