

36th Annual IARLD Conference

International Academy for Research in Learning Disabilities

Padua, Italy

University of Padua (Palazzo del Bo)

June 7-9, 2012



THURSDAY, JUNE 7, 2012

9:00 am - 12:00 am – Optional City of Padua Tour

1:30 pm - 2.00 pm – Registration

2:00 pm - 2:15 pm – Opening Remarks and Greetings –
Wiener, J., President

2:15 pm - 4:15 pm – Aula Magna – Symposia: Instruction
and Intervention

1. Metacognition, Strategy Use, and Achievement in Students with Learning Difficulties: The Impact of Peer Support Programs

Chair: *Meltzer, L.*

Discussant: *Feagans, L.*

A. Executive Function, Effort, and Academic Performance: Enhancing Strategy Instruction with Peer Mentoring
Meltzer, L., Reddy, R., Brach, E. and Kurkul, K.

B. Students Helping Students: Peer Discourse during Collaborative Strategic Reading (CSR)
Klingner, J. and Boardman, A.

C. Enhancing Motivation and Executive Functioning in Writing: Combining Peer Support with Strategies Instruction throughout the Writing Process
Harris, K.R. and Graham, S.

2. Literacy acquisition problems amongst bilingual learners

Chair: *Everatt, J.*

Discussant: *Ocampo, D.J.S.*

A. Text comprehension in Persian and English: evidence for a simple model of literacy acquisition and a dual route explanation of literacy disability
Sadeghi, A., Everatt, J. and McNeill, B.

B. Reading-related characteristic in L1-Maltese of children identified as dyslexic in L2-English
Grech, L. and Everatt, J.

C. Interventions for English-as-a-second-language children with English literacy weaknesses
Mortimore, T., Northcote, A., Hutchings, M., Hansen, L., Ansell, C., Saunders, K., Horobin, L. and Everatt, J.

4:15 pm - 4:30 pm – Refreshment Break

4:30 pm - 5:30 pm – Roundtables

A) Aula Magna – DSM-V e Learning Disabilities

Coordinator: *Tannock, R.*

Participants: *Siegel, L., Wiener, J., Cornoldi, C., Klingner, J., and Tressoldi, P.*

B) Aula Nieveo – Disciplinary Literacy: Implications for Students with Learning Disabilities

Coordinator: *Ehren, B.J.*

Participants: *Sampson Graner, P., Klingner, J. and Nelson, N. W.*

C) Aula Canova – Coping resources of children with LD and their families

Coordinator: *Al-Yagon, M.*

Participants: *Margalit, M., Kopelman-Rubin, D., Sharabi, A., Sade, S. and Idan, O.*

D) Archivio Antico Issues in Learning Disabilities in L2 Learners: A Cross-National Perspective

Coordinator: *Geva, E.*

Participants: *Everatt, J., Hung, L.-Y., Shany, M., Klingner, J., Geva, E., Farnia, F. and Wiener, J.*

5:30 pm - 8:30 pm – Executive Board Meeting

FRIDAY, JUNE 8, 2012

8:30 am - 9:00 am Registration

9:00 am - 10:30 am – Aula Magna – Symposium

The accuracy of academic and behavioral self-perceptions of individuals with LD: The effects of age and intervention

Chair: *Shany, M. and Katzir, T.*

Discussant: *Chapman, J.*

- A. Comprehension, calibration and anxiety, as influenced by reading ability, text difficulty, and calibration feedback
Tesler, E., Shany, M. and Katzir, T.
- B. Changes in reading self-concept and calibration of comprehension among struggling 4th children, as a results of fluency based intervention
Kasperski, R., Katzir, T. and Shany, M.
- C. Adolescents with learning disability within peer context: current and longitudinal associations with problem behaviour
Skerytė-Kazlauskienė, M. and Barkauskiene, R.

10:30 am - 10:45 am – Refreshment Break

10:45 am - 1:00 pm Aula Magna – Symposia:

Mathematics and Calculation

1. Mathematics Disabilities: From Cognition to Performance

Chair: *Siegel, L.*

Discussant: *Passolunghi, M. C.*

- A. The Cognitive Components of a Mathematics Disability: The Influence of Definitional Variables
Siegel, L., Pinkerton, N., Ford, L. and Anderson, A.
- B. Mathematical Skill Profiles of Children with Persistent Mathematics Difficulty from Second through Fourth Grade
Vukovic, R. K.
- C. Computational Fluency Performance Profile of High School Students with Mathematics Disabilities
Calhoon, M. B.

2. Why identifying children with dyscalculia is so intri-

cate? The importance of cognitive features underlying different clinical profiles.

Chair: *Lucangeli, D.*

Discussant: *Noël, M. P.*

- A. A case study of arithmetic facts dyscalculia caused by a hypersensitivity to interference in memory
De Visscher, A. and Noël, M. P.
- B. Numerosity comparisons and exact arithmetic in children with non-verbal learning disability or comorbidity dyscalculia and dyslexia (DD)
Caviola, S. and Lucangeli, D.
- C. Identifying subtypes among children with dyscalculia: a cluster-analytic study
Desoete, A., Pieters, S. and Vanderswalmen, R.

1:00 pm - 2:30 pm – Lunch

2.30 pm - 5.00 pm Aula Magna – Symposium on NLD in memory of B. Rourke

Is it the diagnosis of NVLD still useful? Implications for diagnosis and intervention on children with NVLD

Chair: *Mammarella, I. C.*

Discussant: *Cornoldi, C.*

- A. Empirical Approaches to the Identification of Learning Disorder Subtypes: A Convergent Validity Pathway to NVLD
Adams, K. M.
- B. Historical Perspectives and Patterns of Problems on children with NVLD
Johnson, D.
- C. Which criteria for the diagnosis of nonverbal learning disability (NVLD)?
Mammarella, I. C. and Cornoldi, C.
- D. We Know It When We See It: What Are the Core Deficits in a Nonverbal Learning Disability?
Forrest, B.
- E. Validating the NVLD diagnosis: Current steps and future needs.
Fine, J.
- F. A new model of NVLD and treatment implications
Broitman, J. and Davis, J.

5:00 pm - 5:15 pm Break/Poster Set-up

5:15 pm - 7:00 pm Poster Session (Wine & Cheese)

8:00 pm - 10:00 pm – Banquet Dinner (Ticketed – Limited seating)

SATURDAY, JUNE 9, 2012

9:00 am - 11:15 am – Aula Magna – Symposia: Reading and Comprehension

1. Supporting Individualized Early Literacy Instruction and Intervention: Innovations in Professional Development of Classroom Teachers

Chair: *Al Otaiba, S.*

Discussant: *Harris, K. R.*

- A. Using Webcam Coaching for the Ongoing Professional Development of Classroom Teachers so They Can Individualize Instruction for Struggling Readers
Vernon-Feagans, L., Ginsberg, M. and Darrow, C.
- B. Individualizing Student Instruction in Kindergarten: Does Assessment-guided Professional Development Support Struggling Readers?
Al Otaiba, S., Folsom-Sidler, J., Greulich, L. and Connor, C. M.
- C. Making a Case for Explicit Individualized Writing Instruction: Reading Instruction is Necessary but not Sufficient
Puranik, C., Al Otaiba, S. and Folsom-Sidler, J.

2. Comprehensive reading: assessment and intervention

Chair: *Desoete, A.*

Discussant: *Vanderswalmen, R.*

- A. Identifying Reading Comprehension Profiles among Children with Dyslexia
Van Vreckem, C., Desoete, A., Vanderswalmen, R., De Bondt, A., Van Dijke, S. and Van Keer, H.
- B. Improving reading comprehension: the efficacy of two training programs based on oral and reading comprehension
Carretti, B., Caldarola, N., Tencati, C. and Cornoldi, C.
- C. Does comorbidity matter? Reading comprehension in children with dyslexia and/or dyscalculia
De De Bondt, A., Vanderswalmen, R.

11:15 am - 11:30 am – Refreshment Break

11:30 am - 12:30 am – Aula Magna – Cruickshank Memorial Lecture – Prof. Scruggs, T.

12:30 am - 1:00 pm – Think Tank/Business Meeting

POSTER SESSION

DISABILITY AND INTELLIGENCE

A1. Individual differences in reading skills of children with hearing loss

Arfé, B., Gubernale, M., Santarelli, R., Incognito, A., Scimemi, P., Genovese, E., Pozzebon, E., Nicolini, F., Arslan, E.

A2. Number sense in children with mild intellectual disabilities

Brankaer, C., De Smedt, B., Ghesquière, P.

A3. Measurement Invariance of WISC-IV across Normative and Learning disabilities Samples in Taiwan

Chen, H.-Y., Hung, L.Y., Chen, M.-F., Chen, S.-L., Tzeng, S.-J.

A4. Inclusive technologies for students with disabilities at all levels of the school system

Guaraldi, G., Genovese, E., Guzzo, F.

LANGUAGE AND COMPREHENSION

B1. Skilled and less skilled comprehenders' understanding of temporal and causal connectives in visual and verbal tasks

Arfé, B., Boureux, M., Oakhill, J., Sullivan, S., Pasini, M., Carretti, B., Cain, K.

B2. Written language acquisition in hemiplegic children with congenital unilateral focal brain lesions

Brovedani, P., Cristofani, P., Lenzi, S., Pecini, C., Gasparini, F., Brizzolara, D., Cioni, G., Chilosì, A.

B3. Results of a Two-Year Study on the Effectiveness of STRUCTURE Your Reading, a Strategic Reading Intervention, in Inclusive Middle School Classes

Ehren, B. J., Ehren, T. C.

B4. Analyzing data from a single-subject study to evaluate the effects of a story-mapping procedure using randomization tests

Grünke, M., Boon, R. T.

B5. A quantitative review of language and cognitive profile of poor comprehenders.

Marchione, C., Carretti, B., Borella, E.

B6. Evidence for Differential Diagnosis of Spoken and Written Language Disorders Based on a

New Test of Integrated Language and Literacy Skills (TILLS)

Nelson, N. W., Anderson, M. A., Applegate, E. B.

B7. Vocabulary Profiles of Clusters of Second and Third Grade Urban Students At Risk for Reading Failure

Pierce, M. E., Katzir, T., Wolf, M., Noam, G.

READING

C1. Learning processes and predicting outcomes: screening and training of learning difficulties.

Bertolo, L., Castagna, E., Meoli, S.

C2. The effects of 'response to intervention' on the LD identification outcomes: discriminant validity and incidence rate

Chen, S.-L., Tzeng, S.-J., Chen, S.-Y.

C3. The Effects of the Stepping Stones to Literacy Early Reading Program on the Reading Achievement of Kindergarten Students with Attention Problems

Ferrari, J., Martinussen, R.

C4. The implementation of response-to-intervention (RTI) in Germany: a single-case study

Grosche, M.

C5. Evaluation of a computer-based training of early literacy skills in a preschool setting - A single case study

Hintz, A.-M.

C6. Influence of family reading habits in the development of phonological awareness in 5 years old children.

Marí Sanmillán, M. I., Gil Llario, M. D., Ceccato, R., Cano Escribano, M. C.

C7. Children at Risk of Learning Disabilities: Early Intervention

Melon, C., Bortolotti, E., Lonciari I., Flaugnacco, E., Carrozzi, M.

C8. The Development of Working Memory from Kindergarten to First Grade in Children with Different Levels of Decoding Skills

Nevo, E., Breznitz, Z.

C9. An Exploration of Reading Intervention Practices Being Implemented with Adolescents in Juvenile Justice Facilities: Charting a Course to a System-wide Tiered Approach

Wexler, J., Reed, D., Sturges, K. M.

C10. How to develop a diagnostic instrument for continuously measuring ability progress? A proposal

Wilbert, J., Linnemann, M.

DYSLEXIA

D1. How letter spacing increases reading ability both in good reader and in dyslexic children.

Bachmann, C., Vestri, A., Lasagni, A.

D2. The predictive role of emergent literacy in Dyslexia: a longitudinal study

Bigozzi, L., Pinto, G., Pezzica, S.

D3. Trajectories of Word Reading Growth in Subgroups of ELL and EL1 Children

Farnia, F., Geva, E.

D4. Psychological characteristics of children with Non-verbal learning disability (NLD) and with Reading Disability (RD).

Ghisi, M., Boz, F., Mammarella, I. C.

D5. Reading of Different Orthographies: Do Dyslexic Readers Adjust Reading Routine to the Type of Script Presented?

Kochva, I. B., Breznitz, Z.

D6. The development of reading abilities along primary school

Termine, C., Luoni, C., Crugnola, S., Balottin, U.

D7. Orthographic similarity effect on the reading of a shallow orthography language: a study on children with and without dyslexia

Traficante, D., Marinelli, C. V., Zoccolotti, P., Burani, C.

D8. Beyond RAN: The Role of Processing Speed in Poor Readers

Urso, A.

D9. Behind the scenes in dyslexia: what about reading and spelling mistakes and fact retrieval and symbolic and non-symbolic comparison skills?

Vanderswalmen, R., De Bondt, A.

SCHOOL AND TEACHERS

E1. Findings from an Observation Study of 9th Grade United States Students with Learning Disabilities Attending Algebra I and English I Inclusive Classes

Bryant, D. P., Bryant, B. R.

E2. Do the secondary education teachers have support and materials to work with students with learning disabilities?

Cano Escribano, M. C., Gil Llario, M. D., Ceccato, R., Marí Sanmillán, M. I.

E3. Knowledge foundations for beginning reading teachers in EFL

Goldfus, C.

E4. The Effects of Science Curriculum Adaptation for Fifth Graders with Learning Disabilities in Taiwan

Lin, S.-J., Tsai, S.P.

E5. Persuasive Writing Instruction: A Field-based Investigation

Mastropieri, M.A., Scruggs, T. E.

E6. Specific Learning Disabilities in Portugal: Portuguese teachers' perspectives

Oliveira, C., Guise, C., Almeida, M., Fernandes, R., Loução Martins, A. P.

E7. Preparing Teachers for Inclusive Instruction

Seifert, K., Hupp, S.

E8. Unintended Consequences: Field Experiences and Attitudes Toward Best Practices

Southern, W. T.

E9. Study on development process of new systems construction with paradigm change of education for children with disabilities in Japan of the early 21st century: Analysis of the National Survey from 2003 through 2011

Tsuge, M.

E10. Support teachers' self-perceptions of their knowledge and pedagogical practices related to reading comprehension

Van Kraayenoord, C.E., Gillies, R., Honan, E., Moni, K.B., Western, M., Brereton, D., Musprat, S.

MATH

F1. The PerContare Project: Proposed Teaching Strategies and Some Developed Materials

Baccaglini-Frank, A., Bartolini Bussi, M. G.

F2. Mental bisection of verbally presented numerical intervals in children from preschool to grade 3.

Berteletti, I., Lucangeli, D., Zorzi, M.

F3. Number Sense and Working Memory Measures in First Graders as Predictors of Math Learning Development

Cargnelutti, E., Volo, V., Passolunghi, M. C.

F4. Preschool working memory training: influence on mathematical knowledge

Costa, H. M., Passolunghi, M. C.

F5. Executive Function and mathematical achievement. A longitudinal study from ages 5 to 8.

De Franchis, V., Usai, M.C., Traverso, L., Viterbori, P.

F6. Can a computerized counting or comparison intervention in kindergarten enhance mathematical problem solving in grade 1 ?

Praet, M., Desoete, A.

MATHEMATICAL LEARNING DISABILITIES

G1. Intuitive Geometry and Visuospatial Working Memory in Children showing symptoms of Non-verbal Learning Disabilities

Giofrè, D., Ferrara, R., Cornoldi, C.

G2. What are the core cognitive deficits of mathematical learning disabilities?

Hung, L.-Y., Chen, H., Chen, M.-F., Chen, S.-L., Lien, W.-H.

G3. The Contributions of Specific Mathematical Concepts and Skills and Reading to Problem Solving Involving Ratios, Proportions, and Percents

Jitendra, A. K.

G4. Successful solving math word problems: comparison of Slovene and Italian pupils

Kavkler, M., Passolunghi, M. C., Babuder, M. K., Magajna, L.

G5. The use of curriculum-based measurement as a way of identifying students at risk of developing specific learning disabilities in Mathematics

Marques Anfilóquio, A. C., Loução Martins, A. P., Boavida, A. M.

G6. Response to specific training for students with different levels of mathematical difficulties: a controller clinical study

Re, A. M., Pedron, M., Tressoldi, P., Lucangeli, D.

G7. "The sound of music in children with dyscalculia." Children with dyscalculia learning to play an instrument.

Van Dycke, S., Desoete, A.

COLLEGE AND ADULT TRANSITION

H1. Life satisfaction in adolescents with learning disabilities: are experiences of girls and boys different?

Barkauskiene, R.

H2. Cognitive profile of students who enter higher education with an indication of dyslexia.

Callens, M.

H3. Implicit and explicit learning processes in a sample of students with learning difficulties

Grosche, M., Wilbert, J

H4. The merits of extended time to essay writing quality in university students with learning disabilities

Harrison, G.L., Lawrence, B.

H5. Issues with support provision in high school in Japan: A case study of a student with Asperger's syndrome and LD

Kataoka, M.

H6. Cognitive functioning and the success of dyslexic adults in the workplace

Leather, C., Everatt, J., Hogh, H., Seiss, E

H7. The effectiveness of on-line learning in college instruction to translate research to practice about responsive mathematics instruction for struggling learners, including those with learning disabilities

Smith, D. D.

ADHD

11. Evaluation of written composition of adults with ADHD

Baixauli, I., Miranda, A., Herdoiza, P., Colomer

12. The general and specific role of intraindividual variability in explaining the performance of children with ADHD and with dyslexia: a study on handwriting.

Borella, E., Chicherio, C., Re, A. M., Sensini, V., Cornoldi, C.

13. Prevalence of learning difficulties and regulatory disorders in children living in foster care families.

Ceccato, R., Gil Llario, M. D., Molero Mañes, R., Moral, M. J.

14. Executive functioning and parental ratings of learning disabilities in ADHD students

Fernandez, M. I., Colomer, C., Miranda, A.

15. Working memory and planning deficits in ADHD and Reading Disabilities comorbidity: an empirical study

Rodríguez, C., García, T., González-Castro, P., Cueli, M., Núñez, J.C., Alvarez, L.

16. Anxiety and selective attention profiles in ADHD subtypes

Rodríguez, C., González-Castro, P., Cueli, M., García, T., Alvarez, D., Gonzalez-Pianda, J. A.

How to reach Padova:

From "Marco Polo" international airport of Venice (50 km to Padova) www.veniceairport.it:

- (a) The airport is directly connected to Padova by scheduled bus services <http://ro.autobus.it/ro/asp/RicercaOrari.asp?User=SITA>
- (b) An air-service Taxi can be booked for reaching Padova <http://www.airservicepadova.it/en/airservice/airports>
Tel. + 39 (0)498704425
- (c) The airport is connected to the nearby railway stations of Venice-Santa Lucia and Mestre-Venice by scheduled bus services <http://www.atvo.it/index.php?lang=en>. You could take a bus or a taxi from the airport to the train station of Mestre-Venice or Venice Santa Lucia and then take a train to Padova (for more information www.trenitalia.it)

Conference location:

The conference will be held in Padova at the *Palazzo del Bo*, (in Via 8 Febbraio 1848, 2) the historical ancient University of Padova, which is located in Padova downtown.

Organization Committee

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