
IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Fall Issue Vol. 17(2) 2016

A MESSAGE FROM THE PRESIDENT

Christa van Kraayenoord



Dear Colleagues,
I hope you are all well. I am happy to share this President's Report with you.

The 40th IARLD conference and beyond

The 40th IARLD Conference was held in the Thompson Conference Center of the University of Texas-Austin in Austin, Texas, USA from 26th to 28th June 2016. It was wonderful to be able to celebrate the forty years of IARLD's history – acknowledging the two founders, Dr. William Cruickshank (from the US) and Dr. Jacob Valk (from The Netherlands) who met in Canada at the first conference with the idea to create “a forum for the exchange of

information and the advancement of knowledge regarding learning disabilities” (from the IARLD website, www.iarld.com). Since that time many scholars and researchers from around the world have contributed to IARLD and due to them we have been successful in maintaining their legacy. Long may we continue in their footsteps!!!

For me it was a real privilege to attend the 40th IARLD conference. I am sure everyone who attended will agree that it was a very successful conference with wonderful thought-provoking presentations and an excellent Conference Dinner. I want to

thank the Conference Organizers, Professor Brian Bryant, Professor Diane Bryant, Dr Judy Voress and Dr Stephanie Al Otaiba. In particular a big thank you to the Conference Organizers for the conference initiative of Student Activities, which were very well received by the students attending the Conference. The Student Activities were very useful for obtaining information about the field of learning disabilities and working as a researcher in the field, for networking and as social events.

One of the highlights of the Conference for me was the *William M. Cruickshank Memorial Lecture* by Professor David Chard. This is always such an important session at the conference. Entitled “*From research to effective classroom practice: Progress and obstacles to serving students with learning and attention issues*”, Professor Chard canvassed the trends in identification, the advances in research, and the obstacles and opportunities in our field, such as the diminished community identity and the inadequate professional preparation of teachers. Professor Chard also pointed to “why our work remains important” and called, amongst other matters, for us to: continue to do high quality research, recruit and support teachers, and re-energize our professional community. The last point especially resonated with me. IARLD as an Academy can certainly contribute to the re-energization! As you know the Lecture will be revised and appear as an article in the IARLD’s published journal, the *International Journal of Research in Learning Disabilities (IJRLD)*. I know everyone will admire the analytical content and the forward-looking ideas it contains.

The conference feature that I continue to value most is the opportunity at the end of the symposia for extended questions, discussion and debate. I think this is a feature that differentiates the Academy

conferences from the conferences of other learning difficulties’ organizations. We will continue this practice in our 2017 conference (see more about the 2017 conference below).

Further, at the conference this year we announced that the *Marjorie Montague Award for Outstanding Doctoral Research* had been awarded to Dr Pyung-Gang Jung who completed her PhD at the University of Minnesota, Minneapolis. Her PhD was supervised by Professor Kristen McMaster. In addition Professor Judy Wiener presented the *Janette Klingner IARLD Conference Poster Award* at the Conference Dinner to Elke Baten from Ghent University in Belgium. Congratulations to both of these young scholars. We look forward to your membership of IARLD and future participation in our conferences.

The Executive Board want to thank Professor Linda Siegel for her role as President-Elect up to the 2016 IARLD conference and congratulate Professor Georgios Sideridis who was voted in to take over this role after the IARLD 2016 conference and to become the President of IARLD at the beginning of 2018.

Please note the Academy is in good financial heart, however, the call for dues for 2015 was not made due to the Treasury change-over and so the 2015 and 2016 calls for dues were made after the 2016 IARLD conference. The new Treasurer, Doug Dexter, has sent out emails to collect members’ dues for both 2015 and 2016 and I do hope that by now all of you have received your request to pay and made your payments. If not please contact Doug Dexter (douglas.dexter@bucknell.edu) immediately regarding your payment for both 2015 and 2016.

Following a successful motion put at the IARLD Executive Board meeting on 26

June 2016 the Executive Board agreed that a Directory of Members will be set up on the IARLD website. The Directory will be password-protected and only members will have access to it. Members can also opt out of having their name included in this Directory of Members. The information that will be included in the Directory is: the member's name, their affiliation/status in the Academy (Fellow etc) and email address. Responsibility for the content and management of the Directory will be held within the President's Office.

Of interest to members will be the fact that the Executive Board agreed that the Chair of the Constitution and By-laws Committee, Dr Delinda van Garderen and her Committee will examine how to include in the Constitution/By-Laws that the President-Elect of the Academy should be a Fellow of the IARLD and should have at least four years of membership in the Academy prior to assuming the role of President. In addition, the Chair of the Committee for Fellows, Professor Esther Geva has been asked to explore with her Committee the expansion of the criteria for membership status as an IARLD Fellow, and that a report and proposal from the Chair of the Committee for Fellows be presented to the Executive Board for its consideration.

After the IARLD conference in Austin I was fortunate to spend two weeks with IARLD Fellow, Professor Linda Mason at the University of North Carolina-Chapel Hill. One of the benefits of being an Academy member is that one can use the connections one makes in this way. This was the first part of my six month sabbatical and it gave me the opportunity to reflect on the conference and spend time discussing with Linda the issues in schooling and serving students with learning difficulties, including the important matter of teacher preparation for special teachers and general education teachers in the United States. I was also

able to visit a summer programme for students with learning disabilities during my visit. Now I am at the Department of Empirical Educational Research at the University of Bamberg in Germany. My host is Professor Cordula Artelt. There are three IARLD members here in Germany and I hope I can contact them during my stay. Again my stay is a unique opportunity to learn about the German school system and how students with learning difficulties are supported in this country.

Membership and nominations

When was the last time you nominated a person for membership to IARLD? For most of us it has been very, very long time - if at all!!! As President I share the concern felt by the Executive Board regarding the lack of new Academy members. For example Henry's Report to the Executive Board Meeting revealed no Student Members had been nominated to the Students' Committee from June 2015 to June 2016. I reiterate that it is very important for all members of the Academy to promote the Academy and to nominate individuals to become Fellows, Members, Associate Members and Student Members. This is necessary for the health of the Academy and its ongoing growth. As a reminder to everyone, information regarding the different classes of membership, criteria for membership, the Chairpersons of the different Committees and their email addresses, and the nominating process including the Personal Data Form can be located on the IARLD website.

www.iarld.com

Future conferences

The 41st IARLD Conference will be held in Brisbane, Queensland, Australia from the 5th to 7 July 2017. The conference proper will be held on the 6th and 7th of July. The conference venue is the University of Queensland, St Lucia Campus. Preparations are already underway and information about

the conference venue, travel and accommodation have been posted on the IARLD website under the tab “Current Conference”. On 5 July 2017 participants have the opportunity to join a sightseeing activity – you must sign up separately -- see the website

http://www.iarld.com/?page_id=84. The Executive Board will meet at the School of Education, Social Sciences Building, University of Queensland, St Lucia Campus on 5 July 2017 at 3.30pm.

In 2018 the 42nd IARLD Conference will be held in Ghent in Belgium. Currently the 2018 conference is planned for 1 to 3 July 2018. The Chair of the Organising Committee is Professor Annemie Desoete. I do hope more of you will take up the opportunity to attend our IARLD

conferences. They are small, inviting, and truly research-focused. Please do think about submitting a proposal for one of the upcoming IARLD conferences and/or attending with your other colleagues or with your students.

Good wishes

I wish our northern hemisphere colleagues an exciting new semester and those in the southern hemisphere strength as they come to the end of the academic year!

Kind regards

Christa van Kraayenoord
President, International Academy for
Research in Learning Disabilities
October 2016

COMMITTEE REPORTS

Fellows Report: *Esther Geva, Chair*

The Fellows' Committee is comprised of Esther Geva (Chairperson), University of Toronto, Canada; Lee Swanson, University of California, at Riverside, USA; and Che Kan Leong, University of Saskatchewan, Canada.

In 2016 two of our IARLD colleagues, both from New Zealand, Dr Susan J. Dymock Senior Lecturer, Faculty of Education University of Waikato, and Professor Karen Waldie from the University of Auckland became IARLD Research Fellows. Congratulations!

IARLD Fellows are encouraged to nominate colleagues with a strong research portfolio to become Fellows.

Members and Associate Members

Report: *Anna (Any) Evmenova, Chair*

The Members and Associate Members' Committee is comprised of Anya Evmenova (Chair), George Mason University; Cesare Cornoldi, University of Padua, Italy; Kevin Chung, the Hong Kong Institute of Education, and Lidija Magajna, University of Ljubljana, Slovenia.

The committee has accepted one new member since April of 2016: Amy Barth, University of Missouri-Columbia (nominated by Sharon Vaughn).

We have had no new nominations for Members and Associate Members in the last few months. Please consider nominating your colleagues as Members or Associate Members of IARLD. The information about the application process can be found at http://www.iarld.com/?page_id=42.

Student Member Report: *Henry Reiff,*
Chair

The Student Members' Committee is comprised of Henry Reiff (Chairperson), McDaniel College, USA, Nicole Ofiesh, Schwab Learning Center, Stanford University, USA, and Radhika Misquitta, India.

We are excited to welcome Lauren Goegan as a student member of IARLD. Nominated by Judy Weiner, Lauren is currently enrolled in the Educational Psychology Ph.D. program at the University of Alberta. Her dissertation will explore accommodations and academic success at the post-secondary level. This will involve a three-part study to understand key motivators guiding students with and without learning disabilities as they prepare for life beyond high school. Lauren has a wealth of experience. She has already written or co-written three published articles and a book chapter. She also has been a tireless advocate for individuals with learning disabilities; she is at work on a book describing her own journey as a person with learning disabilities.

Treasurer's Report: *Douglas Dexter*

Please visit our website at www.IARLD.com. Membership fees can be paid on the *Membership Dues* page via PayPal, or checks payable to the **IARLD** can be mailed to:

Dr. Douglas D. Dexter
Bucknell University
471 Olin Science
1 Dent Drive
Lewisburg, PA 17837, USA

The annual dues structure is:
Fellows/Members: \$120
Student Members: \$30
Emeritus/Retired: \$30

Membership billing for 2015/2016 and 2016/2017 began in September 2016. Prompt payment, either by check or PayPal, is appreciated. Last year, the Academy collected more than \$4,100 in membership fees. Thank you for your diligence in remitting your payments.

As of October 2016, the balance in the checking account is \$10,821.35 and the balance in the PayPal account is \$6,943.85. There are also three Certificates of Deposit with balances totaling \$37,924.73.

IARLD Editor's Report: *David Scanlon*

We are on schedule for publishing the next issue, Volume 3, issue 1. We have also welcomed Amy Scheuermann, Minnesota State University, who has joined the Editorial Board. And we accepted the resignations of Merith Cosden and Ivar Bjørgen from the board with appreciation for their service to the journal.

The Publications Committee is pleased to welcome our fourth member, **Dr. Dorota Celinska**, who brings with her experience in speech-language pathology and school psychology, as well as an international perspective. Dr. Celinska is at Roosevelt University in Chicago. Welcome to this role!

GOALS WITHIN THE *IARLD*

To increase the *visibility, impact, and sphere of influence* of the Academy by:

- 1) Increasing our membership through ongoing membership drive initiatives.
- 2) Encouraging *IARLD* Fellows and Members to list the *IARLD* as an additional affiliation on all publications in journals, books, and newspapers.
- 3) Encouraging *IARLD* Fellows and Members to list the *IARLD* as an additional affiliation on all conference presentations.

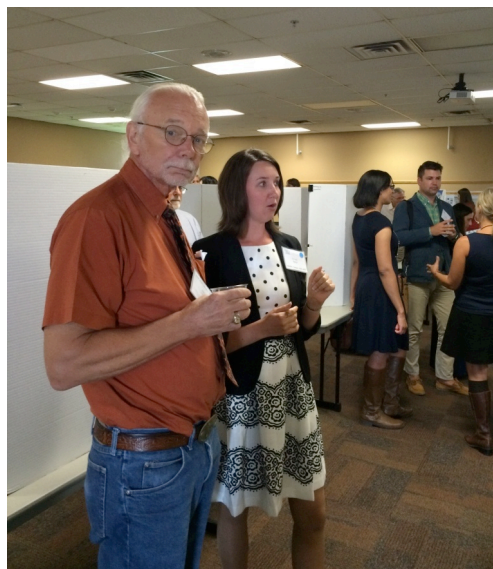
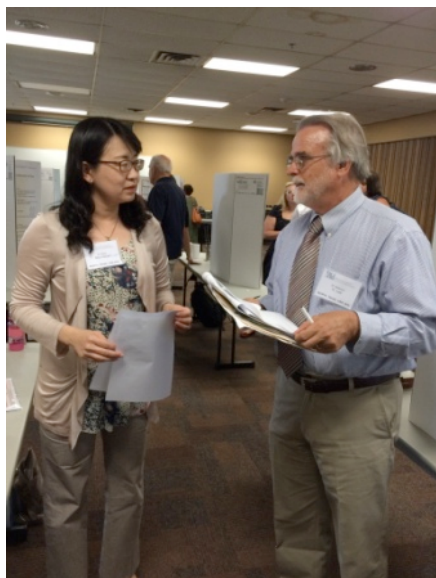
Highlights from the 40th Annual IARLD conference in Austin

The 40th Annual IARLD Conference was another successful and fun conference! The conference was chaired by IARLD Fellows Diane Pedrotty Bryant, Brian R. Bryant, Judy K. Voress, Stephanie Al Otaiba, and took place at the Thompson Center of the University of Texas, USA. Presenters and attendees came together from many countries and places to explore current research related to the study of learning disabilities.



Dr. David Chard, a leading researcher in the field of learning disabilities delivered the Distinguished William M Cruickshank Memorial Lecture entitled "From Research to Effective Classroom Practice: Progress and Obstacles to Serving Students with Learning and Attention Issues."





Presentations highlighted a wide array of topics, including international perspectives on the identification of learning disabilities, improving professional development, word problem solving, spelling across the languages and many, many others.



The combination of stimulating presentations and exciting conversations among leading researchers in the field of LD symbolizes the IARLD's mission and atmosphere. We look forward to continuing this tradition at next year's conference that will be held in Brisbane, Australia.



Thank you Diane Pedrotty Bryant, Brian R. Bryant, Judy K. Voress, Stephanie Al Otaiba and your wonderful team for the great conference!!!!

NEWS FROM *IARLD* MEMBERS

Chung, Kevin K H:



IARLD Fellow, Professor and Acting Head Department of Early Childhood Education, Faculty of Education and Human Development, The Hong Kong Institute of Education, Dr. Chung has recently published the following articles:

Tong, X., Lo, J. C., McBride, C., Ho, C. S., Wayne, M. M., Chung, K. K. H., Wong, S. W., Chow, B. W.. (2016). Coarse and fine N1 tuning for print in younger and older Chinese children: Orthography, phonology, or semantics driven? *Neuropsychologia*, 91, 109-119.

Liu, D., Chung, K. K. H., & McBride, C. (2016). The role of SES in Chinese (L1) and English (L2) word reading in Chinese-speaking kindergarteners. *Journal of Research in Reading*, 39, 268-291.

Tong X., Maurer U., Kevin K.H. Chung, McBride, C. (2016). Neural specialization for print in Chinese-English language learners. *Journal of Neurolinguistics*, 38, 42-55.

Siu, C. T. S., Ho, C. S. H., Chan, D. W. O., & Chung, K. K. H. (2016). Development of word order and morphosyntactic skills in reading comprehension among Chinese elementary school children. *Learning and Individual Differences*, 47, 61-69.

Yeung, P. S., Ho, C. S. H., Chan, D. W. O., & Chung, K. K.H. (2016). A componential model of reading in Chinese. *Learning and Individual Differences*, 45, 11-24.

Kalindi, S., McBride-Chang, C., Chan, S., Chung, K. K. H., Lee, C-Y., Maurer, U., & Tong, X. (2016). A short test of word recognition for English language learners. *Child Studies in Asia-Pacific Contexts*, 5, 95-105.

Liu, D., Chen, X., & Chung, K. K.-H. (2015). Performance in a visual search task uniquely predicts reading abilities in third-grade Hong Kong Chinese children. *Scientific Studies of Reading*, 19, 307-324.

Kalindi, S. C., McBride, C., Tong, X., Wong, N. L. Y., Chung, K. H. K., & Lee, C. Y. (2015). Beyond phonological and morphological processing: Pure copying as a marker of dyslexia in Chinese but not poor reading of English. *Annals of Dyslexia*, 65, 1-16.

Dr. Chung would also like to announce an upcoming conference, the Association for Reading and Writing in Asia (ARWA), which will be held on 24-25 February, 2017 in Hong Kong. To find more information about the conference please visit www.psy.cuhk.edu.hk/arwa

Goldfus, Carol: *IARLD* Fellow, Carol Goldfus has retired from Levinsky College of Education and is now a Research Fellow at the University of the Free State, Bloemfontein, South Africa.

In addition, Dr. Goldfus has a new entry in the Encyclopedia of Middle Grades Education.

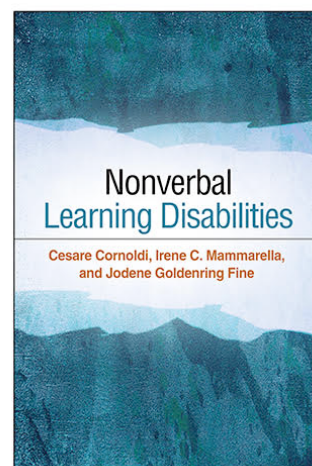
Goldfus, C. & Tagger- Karni, A. (2016). *Brain development*. In S. B. Mertens, Caskey, M.M. and Flowers, N. (Eds). *The Encyclopedia of Middle Grades Education* (2nd ed.). Information Age Publishing, U.S.A.

Carol is in the process of finishing her book on Educational Neuroscience, and hopes that she will be able to finish it next year. We look forward to seeing it published!

IARLD Fellows, **Cesare Cornoldi** (Full Professor at the University of Padova, Italy), **Irene C. Mammarella** (Assistant Professor at the University of Padova, Italy), and **Jodene Goldenring Fine**, (Associate Professor at the Michigan State University, USA) have recently published a book together on Nonverbal Learning Disabilities with Guilford Press.

“Increasing numbers of children and adolescents are being diagnosed with nonverbal learning disabilities (NLD), yet clinicians and educators have few scientific resources to guide assessment and intervention. This book presents up-to-date knowledge on the nature of NLD and how to differentiate it from DSM-5 disorders such as autism spectrum disorder and developmental coordination disorder. Effective strategies for helping K-12 students and their families address the challenges of NLD in and outside of the classroom are illustrated with vivid case material. The authors thoughtfully consider controversies surrounding NLD, discuss why the diagnosis is not included in the current DSM and ICD classification systems, and identify important directions for future research.”

<http://www.guilford.com/books/Nonverbal-Learning-Disabilities/Cornoldi-Mammarella-Fine/9781462527588>



Congratulations!

Karande, Sunil:



IARLD Fellow, Professor of Pediatrics & In-Charge of the Learning Disability Clinic, Department of Pediatrics, Seth G.S. Medical College & K.E.M. Hospital. Dr. Karande has been elected as ***Editor of the Journal of Postgraduate Medicine*** (2016-2020).

The Journal of Postgraduate Medicine, a multidisciplinary Quarterly biomedical journal, is one of the oldest medical journals in India. The journal is an official publication of the Staff Society of Seth G. S. Medical College and K. E. M. Hospital, Mumbai, India.

In addition, Dr. Karande has the following new publications:

de Schipper E, Mahdi S, de Vries P, Granlund M, Holtmann M, **Karande S**, Almodayfer O, Shulman C, Tonge B, Wong VV, Zwaigenbaum L, Bölte S. Functioning and disability in autism spectrum disorder: A worldwide survey of experts. *Autism Res.* 2016 Sep; 9(9): 959-69. [doi: 10.1002/aur.1592]

Karande S. From the desk of the new editor. *J Postgrad Med.* 2016 Jul-Sep; 62(3): 141-2. [doi: 10.4103/0022-3859.186381]

Jung, Pyung-Gang: *IARLD* Student Member has had a study recently accepted for publication in *Exceptional Children*.

Jung, P., McMaster, K. L., & delMas, R. C. (in press). Effects of early writing intervention delivered within a data-based instruction framework. *Exceptional Children*.

Lodej, Monica:



IARLD member, Dr. Lodej would like to announce changes in her academic position. As of September this year she moved to the Pedagogical University of Cracow, Institute of Modern Languages, Poland in the role of Assistant Professor of Applied Linguistics.

Dr. Lodej has also published a new book:

Lodej, M. (2016). *Dyslexia in first and foreign language learning: A cross-linguistic approach*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Lucangeli, Daniela:



IARLD Fellow and Vice President for International Development, Professor in the Department of Developmental Psychology, Padova, Italy. Daniela is happy to present her latest publications, along with a brief synopsis of those studies.

Sella, F., Berteletti, I., Lucangeli, D., & Zorzi, M. (2016). Spontaneous

non-verbal counting in toddlers.
Developmental Science, 19(2), 329-337.

A wealth of studies have investigated numerical abilities in infants and in children aged 3 or above, but research on pre-counting toddlers is sparse. Here we devised a novel version of an imitation task that was previously used to assess spontaneous focusing on numerosity (i.e. the predisposition to grasp numerical properties of the environment) to assess whether pre-counters would spontaneously deploy sequential (item-by-item) enumeration and whether this ability would rely on the object tracking system (OTS) or on the approximate number system (ANS). Two-and-a-half-year-olds watched the experimenter performing one-by-one insertion of 'food tokens' into an opaque animal puppet and then were asked to imitate the puppet-feeding behavior. The number of tokens varied between 1 and 6 and each numerosity was presented many times to obtain a distribution of responses during imitation. Many children demonstrated attention to the numerosity of the food tokens despite the lack of any explicit cueing to the number dimension. Most notably, the response distributions centered on the target numerosities and showed the classic variability signature that is attributed to the ANS. These results are consistent with previous studies on sequential enumeration in non-human primates and suggest that pre-counting children are capable of sequentially updating the numerosity of non-visible sets through additive operations and hold it in memory for reproducing the observed behavior.

Sella, F., Tressoldi, P., Lucangeli, D., & Zorzi, M. (2016). Training numerical skills with the adaptive videogame "The Number Race": A randomized controlled trial on preschoolers. *Trends in Neuroscience and Education*, 5(1), 20-29.

Adaptive computer games offer an attractive method for numeracy training in young children. However, the evidence for transfer of learning to standard measures of numerical and arithmetic skills is scarce. We carried out a randomized controlled trial on a sample of preschool children of middle socio-economic status to evaluate the effectiveness of the freeware videogame "The Number Race" (Wilson et al., 2006). Children were randomly assigned to the

training group or to the control group performing an alternative computer-based activity matched for duration and setting. The groups were matched for age, gender, and IQ. Training yielded large improvements in mental calculation and spatial mapping of numbers, as well as smaller improvements in the semantic representation of numbers. Our findings complement previous studies that showed beneficial effects for disadvantaged children, thereby suggesting that "The Number Race" is a valuable tool for fostering mathematical learning in the general population of young children.

Benavides-Varela, S., Butterworth, B., Burgio, F., Arcara, G., Lucangeli, D., & Semenza, C. (2016). Numerical activities and information learned at home link to the exact numeracy skills in 5–6 year-old children. *Frontiers in Psychology*, 7.

It is currently accepted that certain activities within the family environment contribute to develop early numerical skills before schooling. However, it is unknown whether this early experience influences both the exact and the approximate representation of numbers, and if so, which is more important for numerical tasks. In the present study the mathematical performance of 110 children (mean age 5 years 11 months) was evaluated using a battery that included tests of approximate and exact numerical abilities, as well as everyday numerical problems. Moreover, children were assessed on their knowledge of number information learned at home. The parents of the participants provided information regarding daily activities of the children and socio-demographic characteristics of the family. The results showed that the amount of numerical information learned at home was a significant predictor of participants' performance on everyday numerical problems and exact number representations, even after taking account of age, memory span and socio-economic and educational status of the family. We also found that particular activities, such as board games, correlate with the children's counting skills, which are foundational for arithmetic. Crucially, tests relying on approximate representations were not predicted by the numerical knowledge acquired at home. The present research supports claims about the importance and nature of home experiences in the child's acquisition of mathematics.

Nickola Wolf Nelson, Ph.D., CCC-SLP, and IARLD Fellow, with coauthors

Barbara Howe, MSW, Ph.D., and

Michele A. Anderson, Ph.D., CCC-SLP, have just completed work on the *Student Language Scale (SLS) User Manual*. The TILLS-SLS, which is a one-page parent-teacher-student rating scale, is already available as a component (i.e., a pad of the one-page forms) of the examination kit for the Test of Integrated Language and Literacy Skills (TILLS; Nelson, Plante, Helm-Estabrooks, & Hotz, 2016).



The TILLS-SLS manual is new. It is expected to be available early in 2017. The new manual for this multi-informant rating scale provides instructions for users and technical details on the scientific evidence supporting use of the TILLS-SLS for three purposes: (1) screening for dyslexia and other language/literacy disorders; (2) gathering input from teacher, parent, and student perspectives to contribute to planning; and (3) promoting home-school communication for students with and without language/literacy concerns. The TILLS-SLS has 3 sections—a 12 item rating scale, a checklist of abilities for marking language and non-language areas that are easiest for the student with the same checklist repeated for marking areas that are hardest for the student, and an open-ended question asking what one thing would be

most important to change for the student to do better at school.

Research on the SLS has been conducted over more than a decade. Most recently, the effectiveness of the instrument to screen for dyslexia and other language/literacy disorders has been documented in conjunction with standardization of the TILLS. This research has shown remarkably high sensitivity and specificity for a single cut score based on the first 8 items of the 12-item rating scale when they are rated for student abilities by teachers and parents.

The authors are confident in recommending the TILLS-SLS as a screening tool when completed by teachers and parents. Students' input is important and meaningful for other purposes, such as understanding students' perspectives on their own difficulties and prioritizing goal areas, but it does not meet standards for screening.

The authors would also like to acknowledge that this work was made possible by Grant R324A100354 to Western Michigan University from the Institute for Education Sciences in the U.S. The opinions expressed herein, however, are those of the authors and do not represent views of the Institute or of the U.S. Department of Education.

Pullen, Paige: IARLD Fellow, Associate Professor of Special Education, Joint Appointment in the Department of Pediatrics, University of Virginia School of Medicine, Virginia, USA, Dr Pullen



has a recent publication in the Journal of Learning Disabilities titled *“Prevalence of LD From Parental and Professional Perspectives: A Comparison of the Data From the National Survey of Children’s Health and the Office of Special Education Programs’ Reports to Congress.”*

Since the emergence of the field of learning disabilities (LD) in the late 1960s and early 1970s, controversy has surrounded issues regarding methods used for identification. The prevalence of students identified as LD increased steadily from the 1970s until the beginning of the 21st century, at which time it has decreased until at least 2011 (the most current data available from the U.S. Office of Education). In this article, I compare the prevalence rates of children aged 6 to 17 years being served in schools according to the Office of Special Education Programs with the prevalence rates as reported by parents on the National Survey of Children’s Health. To date, no such comparison has been made that takes into account parents’ knowledge of their children’s disabilities. Results of the analyses reveal that parents report that their children have LD at a significantly higher rate than what is reported by schools of students receiving LD services. Most important, the longitudinal trend from 2001 to 2011 indicates that parents are reporting a slight increase whereas the Office of Special Education Programs is reporting a dramatic decrease in LD.

This study is a follow up from Dr. Pullen’s presentation at the IARLD conference last

summer. Below is a link to an article in UVA Today.

<https://news.virginia.edu/content/professor-asks-if-schools-meet-needs-students-learning-disabilities>

Silliman, Elaine: Compliments and congratulations to IARLD Fellow and Professor Emeritus, Eliane Silliman, Department of Communication Sciences & Disorders, University of South Florida on her recent presentations:



Elaine R. Silliman*, Ruth H. Bahr*, & Maria Brea-Spahn will present a seminar on Building the Superpower of Academic Language Complexity into the Spelling and Writing of Students with Learning Disabilities at the International Dyslexia Conference on October 28, 2016, Orlando Florida. (*IARLD Fellows)

Elaine R. Silliman, Maria Brea-Spahn, and Robin Danzak will present a short course on Academic Writing in Math and Social Studies by Students with LLD: Orchestrating Language Complexity at the Annual Convention of the American Speech-Language-Hearing Association on November 17, 2016, Philadelphia, PA.

Ruth H. Bahr and Elaine R. Silliman will present a seminar on Spelling Patterns in Dyslexia, Oral Written Language Learning Disability, and Dysgraphia at the Annual Convention of the American Speech-Language-Hearing Association on November 18, 2016, Philadelphia, PA.

West, Thomas: IARLD member and the author of *Thinking Like Einstein* and *In the Mind's Eye* is pleased to announce the publication of his third book, *The Hidden Advantages of Visual Thinkers and Differently Wired Brains*. Congratulations, Tom!



For over 25 years, Thomas G. West has been a leading advocate for the importance of visual thinking, visual technologies and the creative potential of individuals with dyslexia and other learning differences. In this new book, he investigates how different kinds of brains and different ways of thinking can help to make discoveries and solve problems in innovative and

unexpected ways. West focuses on what he has learned over the years from a group of extraordinarily creative, intelligent and interesting people -- those with dyslexia, Asperger's syndrome, and other different ways of thinking, learning and working.

He shows that such people can provide important insights missed by experts as they also can prevent institutional "group think." Based on first-person accounts, West tells stories that include a dyslexic paleontologist in Montana, a special effects tech who worked for Pink Floyd and Kiss and who is now an advocate for those with Asperger's syndrome, a group of dyslexic master code breakers in a British electronic intelligence organization, a Colorado livestock handling expert who has become a forceful advocate for those with autism and a family of visual thinkers and dyslexics in Britain that includes four winners of the Nobel Prize in Physics. He also discusses persistent controversies and the unfolding science.

CALL FOR PROPOSALS

The *International Academy for Research in Learning Disabilities* invites you to submit proposals for the 41st Annual IARLD Conference, July 5-7, 2017, The University of Queensland, Brisbane, Queensland, Australia.

PROPOSAL DEADLINE: January 16th, 2017

Information regarding the Call for Proposals can be located on the website

http://www.iarld.com/?page_id=84

Christa van Kraayenoord, President of the IARLD meets up with Professor Günther Opp at the Martin-Luther-Universität Halle-Wittenberg, Halle, Germany



One of the benefits of having a sabbatical overseas is that one can locate oneself anywhere in the world and work on new projects, undertake one's own writing, meet new people, and ... connect with members of IARLD!!! Currently I am working at the University of Bamberg, Bamberg, Germany for 5 months and during this time I am visiting the members of the IARLD who work here in Germany.

On 18 October 2016 I met with Professor Günther Opp of the Martin-Luther-Universität Halle-Wittenberg, Halle, Germany. Günther is the 'Professor für Verhaltensgestörtenpädagogik' (Education for those with Behavioral Disabilities) in the '[Institut für Rehabilitationspädagogik](#)' (Institute for Special and Inclusive Education) in the Faculty of Philosophy (as the Germans understand Philosophy).

Günther has long been engaged with schools and other institutions to support teachers and other staff to create 'Positive Peer Cultures'. This work builds on the research of the same name undertaken in the United States and focuses on the social and emotional development of children and adolescents and the building of resilience by using the potential of peer groups in schools and other institutions. Working in groups, peers are encouraged by their teachers or the staff to identify problems and develop solutions. At the same time the young people are involved in and learn from the process of helping each other. Using professional learning opportunities Günther promotes positive peer cultures in a range of environments where peers are confronted with many issues and personal dilemmas. This is particularly challenging now in the German context of big cities, many new immigrants, increasing intolerance in the society, an upswing in racism,

and amongst the youth, a lack of engagement with schools and with other public institutions and systems.

Along with a walking tour - guided by Günther - of the attractions of the inner city of Halle and a visit to the university, I learned both the town and the university's history. This town is in the former East Germany and Günther spoke about the excitement of being one of the first of a group of professors to work at the university after German Unification and of creating a 'new' university and a new department. I also learned a lot about Günther's passion for his research, teaching, and his offers of professional learning in Germany and other European countries.

Günther told me how he became involved with the IARLD through meeting Bill Cruickshank in Colorado while he was on a Fulbright in the United States and how Bill became a professional mentor and personal friend. He spoke of the excitement of the learning disabilities field in the 1980s and 1990s and we spoke about the role of the IARLD today. I appreciated his candor and willingness to share his thoughts as well as his optimism. Günther will identify potential new members for the IARLD from Germany and I look to welcoming them in the future. To Günther, thank you for your participation in IARLD and for your kind hospitality!



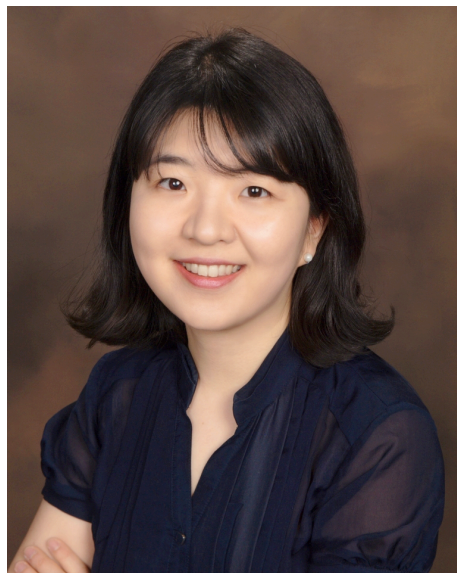
Günther standing next to the bust of Christian Thomasius. Thomasius was a Professor of Law and gave the first lecture in German rather than in Latin in 1687 at the University of Halle – a radical and until then an unheard of occurrence!



Christa beside the statue of August Francke who in addition to lecturing in law and theology at the university set up a home and school for orphans and founded a number of other schools. The schools and the home for orphans – now a boarding school – surround the building where Günther works. Today a foundation which is still involved in education and issues of equity bears Francke's name, the Francke Stiftung, see <http://www.francke-halle.de/homepage.html>.

Marjorie Montague Award for Outstanding Doctoral Research

The Award Goes to Pyung-Gang Jung



CONGRATULATIONS, Pyung-Gang Jung!!!!

Effects of Early Writing Intervention Delivered within a Data-Based Instruction

The purpose of the study was to examine effects of research-based intervention delivered within a DBI framework for children with intensive needs related to early writing development. Forty-six students with and without disabilities in Grades 1-3 were assigned randomly within classrooms to either treatment or control. Treatment students received DBI 3 times per week, 30 min per day, for 12 weeks. Control students received business-as-usual writing instruction. Writing performance was measured by Curriculum-Based Measures (CBM) and the Woodcock Johnson III Tests of Achievement (WJ III; Woodcock, Mather, & McGrew, 2001) writing subtests. A significant main effect of DBI was found for performance on CBM (Hedge's $g = 0.76$). A significant interaction between special education status and treatment condition was found on the WJ III favoring students with disabilities in the treatment condition (Hedge's $g = 1.28$). Findings provide initial support for using DBI with students with intensive early writing needs.

Marjorie Montague Award for Outstanding Doctoral Research

The International Academy for Research in Learning Disabilities (IARLD) holds an award for outstanding doctoral level research in the field of learning disabilities. The award recognizes research that contributes in a significant way to our understanding of learning disabilities. The competition is open to individuals who have completed a dissertation and received their doctoral degree within two years prior to the application deadline.

Janette Klingner IARLD Conference Poster Award

The Award Goes to Elke Baten



CONGRATULATIONS, ELKE!!!!

Motivation and Well-being in (A)typical Numerical Skills

Babies and toddlers acquire important early numerical skills such as number comparison and counting during early childhood. Together with working memory, these early numerical skills have shown to be predictive for mathematical (dis)abilities in a great number of studies. Although, these early predictors can account for a reasonable amount of variance in math, no perfect prediction of math performance can be made. Therefore, this study investigates the role of motivation in the prediction of mathematical abilities. Also, the relationship between math performance, motivation and well-being is being explored. The Self-Determination Theory and the Process Communication Model are operationalized to measure math motivation. We hypothesize the level of autonomous motivation and the level of well-being are positively correlated with math performance.

Elke Baten

Department of Experimental-Clinical and Health Psychology
Research Group: Developmental Disorders, University of Ghent
Henri Dunantlaan 2, room 130.018, B-9000 Ghent, Belgium

<http://www.ugent.be/pp/ekgp/en/research/research-groups/developmental-disorders>

Janette Klingner IARLD Conference Poster Award

The International Academy for Research in Learning Disabilities (IARLD) holds its annual award for the best student poster presented at the annual conference. The award recognizes research that contributes in a significant way to the understanding of learning disabilities or interventions for individuals with learning

disabilities. The award consists of a certificate, a complimentary invitation to the conference dinner, and complimentary student registration at the next conference.

LD AROUND THE WORLD

From Failure to Success: You have THEIR whole world in your hands

By Carol Goldfus

(A short story for my students to show how I became involved in learning disabilities and teaching and how adolescents feel about themselves)

Sometimes it seems that regardless how carefully we plan some apparently unscheduled events can transform the direction and emphasis of our lives and our careers ...

Many years ago I was asked by a friend to help her 13 year old daughter, Anna, who was experiencing severe learning difficulties. At our first meeting Anna said to me, 'I am desperate', 'I have blackouts', 'I am a failure', 'I would like to drop out of school', 'I pretend to be what I am not', 'I bluff my way through everything'. This was to be the beginning of my journey to understand what it meant not to succeed in school and to develop methods to help adolescents with a wide range of learning difficulties. I had never previously been involved with teaching middle school children with learning disabilities. My primary concern had always been to help academic students who wanted to excel in their studies and to pass their examinations with the best possible results.

Until Anna failed her entrance exams to middle school, her parents had never considered that there might be a problem. Indeed, they thought that she was a clever girl. Anna had always been articulate, inquisitive, and outgoing. When they were first confronted with the fact that she had failed, her parents thought that a mistake had been made. However, they soon understood that, notwithstanding her varied and intelligent conversation, their daughter could not read or write properly and that she was not considered suitable for the academic school they wanted her to attend. Throughout her early years, it had been assumed that Anna was academically talented although she was constantly being told that she would do much better if only she could be more organized and complete her work on time. The reality of the situation was that Anna's greatest success in elementary school was her ability to bluff all those around her into thinking that she was coping. Facing up to the challenge of teaching Anna and finding the root cause of her problem, was intriguing and perplexing. I was presented with an extraordinary contradiction. Here was an adolescent who could talk on many topics, who could express herself fluently and who, on the surface, would need little or no help. But, as we first started to attempt to read a book, it was apparent that she had particular difficulties that I had not previously encountered. Anna sometimes read the letters incorrectly, she found that the lines jumped, she skipped words and letters, wrote many of her letters back to front, and tired easily, all of which became most frustrating for both of us. 'Look at how stupid I am', she kept saying. 'Everyone else can learn so easily, but I cannot, they think I know but I really do not know', 'I want to give up.' These problems and her low self-esteem had been concealed by her brilliant verbal

skills and her bubbly personality. Dyslexia has been called 'the hidden handicap' and in Anna's case, and as I later found with many others, it is exacerbated in the teens when the demands of academia become greater. It was through Anna's feelings of failure that I began to comprehend that constant failure could damage the personality of even the most talented of people. I became aware of the importance of self-image and self-esteem and I started to understand the role that teachers can play in sustaining an adolescent's self-belief, even though there might be difficulties and failures within the classroom situation. A symbiotic relationship exists between academic progress and self-esteem.

In order to teach Anna to cope with failure and to turn failure into success, enhancement of self-esteem was the first step in Anna's cognitive rehabilitation. Anna had to face up to who she was and accept herself with her strengths and weaknesses. In order to do so, I developed a continuum of awareness from alienation to success. After each session with me, and later when she was in school, she had to write down in a small notebook how she saw herself on this continuum in the learning situation: how she reacted to the class, how she related to her teacher and most important, what she knew and where her difficulties lay. This first step enabled her to take control of the situation, monitor her understanding, take responsibility for her successes and failures and understand that failure is a part of life. The second part of building enhanced self-esteem is to bring about greater self-awareness. Anna had to understand that she is a worthwhile being in her own right and that she had to believe in herself. This is the pivotal point in building a positive self-image. The next stage was the establishment of self-control. No longer could Anna blame her parents, the teachers, and other people. She had to learn to understand that there was a lot that she knew even though this was not yet apparent in her academic studies. The aim was to achieve self-regulation which is the state of being able to understand yourself and regulate yourself throughout your daily life. This self-regulation involved looking ahead and planning her studies, and having time for extramural activities. Before we can address literacy acquisition, which includes mathematics, the sciences, and the arts, the adolescent student has to understand who she is, how she learns best and what it is that she has to learn.

This development of metacognition provides the focus of my intervention program providing the scaffolding to awareness of the learning situation which creates a bridge between the goal which has to be attained and the process of how to attain that goal. Metacognitive development connects the 'who', 'what' and 'how'. The 'who' relates to the student's self-esteem, self-efficacy and self-confidence; the 'what' relates to the material to be learnt; and the 'how' is procedural knowledge which are the tools of effective learning. Thus there is an integration of declarative knowledge (the what) and procedural knowledge (the how) within the individual (the who) with their specific strengths and weaknesses. A crucial part in moving Anna forward was not to spend too much time looking back at her lack of success. My next question was how could I develop a program that could address the underpinnings of reading and writing? As a lover of classical music I realized that the language of music and language shared similar properties. I thus experimented with music as a means of intervention and found that listening to music had an amazing effect on Anna. Attending to the rhythm of light classical music, for example the waltz, and enabling

her to move according to the rhythm contributed to her feeling of wellbeing as well as her ability to concentrate. Thus, at the beginning of each lesson, Anna was exposed to classical music for five minutes, followed by 20 minutes of intensive learning and then exposed to the same music at the end of the lesson. Gradually, her memory improved, her self-image became more positive and her motivation to learn increased. The contribution of music to developing a brain that can receive reading is multifold. On the one hand the adolescent student is made aware of the sounds and sequences of letters and words through exposure to music. In addition as music has a definite structure, the rhythm and patterns of music help the learners to transfer the patterns to language.

In Anna's words: "When we started with memory exercises and listening to music I didn't like it at all, it made me very nervous and I couldn't understand what the connection was between this and learning in school. Although Ida explained to me that we were working on my memory, I could not see the connection. When I think back now, I was able to remember things better and started to accept my strengths and address my weaknesses."

Simultaneous to the music and memory exercises, Anna was exposed to a cognitive approach to reading comprehension. This included eye training by exercising the eyes to move from sentence to sentence in the right direction and learning how to integrate information according to paragraphs. Anna was taught to chunk the language according to sentences, find the main idea in each sentence and learn to construct the meaning by relating one sentence to another. Reading comprehension is not the ability to read words only but to read connected discourse and construct meaning. In this way Anna slowly learnt to read, comprehend, remember and write down the main points. By repeating the procedure with easy and short texts I was able to increase the level of the material to be learnt by repeating the procedural knowledge, the 'how', increasing the 'what' according to the subject, and at the same time developing the self-esteem and self-belief of the adolescent. This has become the essence of my intervention and teaching pedagogy. Anna continues: "It wasn't always easy with Ida. We had many crises. Although she was supposed to help me overcome my disability, she always made me face things as they were and I wasn't always very happy. But I started improving and everything seemed to be going fairly well until Ida told the history teacher that I must do the same test as everyone else and not only do half a test. Until this stage I had always received accommodations and most times the examination was either oral or a simplified version. In that test I failed dismally. I received a grade of 35%. How I cried and how angry I was with Ida. I will never forget that day. I started to cry when I went for my next lesson. But Ida said, 'That is life and life is not fair', and I have to learn to manage and cope with my problems and take responsibility for my successes and my failures. She explained to me that I had actually succeeded, because I wasn't treated as somebody different but the same as everybody else in the class. That time I scored 35% but she led me to understand that as time passed I would improve. She always listened to me, invested time in me and led me to believe in myself.

Indeed, time passed and I had another crisis, smaller this time, in literature. I could not read a book and I was unhappy that I had never finished a proper book. But after all of the exercises and with the belief that Ida had in my abilities I learned to read fluently and I actually finished my first book!"

At the start of tenth grade, the beginning of high school, I started learning in the way that Ida had trained me and I began to see results. My marks were the highest in the class and I received a distinction in most subjects. I could not believe it. All of my life I worked hard and found it very difficult when I failed. To think that once I hated learning and today I participate in many forums, work with words and most important of all, I love intellectual challenges. Every moment of studying is a joy to me.

Throughout the years, I have been struck, again and again, by the contrast between the initial despair of adolescents in these situations and then later by the joy and sparkle in their eyes when the change occurs. Their gratitude never fails to bring tears to my eyes. There are many tens of thousands of middle school children like Anna and I know only too well from my work, the stresses and strains that such adolescents can impose on teachers in the classroom. However, there is no magic wand to change things overnight. It is a tough path to follow, but with an understanding of neuroplasticity of the brain we can make a difference to most of those suffering from learning disabilities and save these adolescents from the inevitable slide towards failure and enable them to succeed.

Anna did indeed make quite a remarkable turnaround. Through working with Anna I developed a non-linguistic intervention to address linguistic disabilities. The key to success is the development of self-awareness and increasing working memory to store information in long-term memory. Anna successfully passed all her matriculation examinations and went on to attain a university degree. She is now fulfilling the potential that her parents always thought she had. Today Anna is a translator of popular novels and also appears on radio and television shows, discussing books and films. Although Anna has now achieved considerable success in her life, she still remembers her difficult years. In a recent letter to me, she wrote:

"Even though I have apparently 'got over' my dyslexia, and I have chosen to work in the field of words, nothing much has changed. I understand that my career choice has enabled me to be '*hidden in plain sight*' and the feelings that accompany this 'hidden handicap', as you so aptly describe it, have not vanished. I live in constant fear that people will discover I am a phony and that I hide my handicap through a veil of smoke and mirrors. All my insecurities still exist but are hidden from the eye.

After so many years, you still manage to move me to better places, challenge me, open doors for me and for this and much more I am truly grateful to you for the past, the present and the future.

May you continue to save us, the 'children that hide'."

Anna showed me that there was a lot more to teaching than just achieving academic results and that there were so many adolescents who were dropping out of school or suffering because they had learning disabilities, or came from broken homes but were underachievers. I look on children who have been labeled as dyslexic, as part of the normal range. They are usually helped and accommodated by being allowed to take examinations verbally or by being given additional time; but these are palliative measures and they do not address the root causes of the problem. There are many adolescents who drop out of school unable to read and write properly, knowing very little, with limited potential for employment and, in many cases, they become social problems and even land up in jail. There is no reason why these

adolescents should not be given the tools to succeed in life within the school setting. No one wants to fail: everyone wants to succeed. Based on neuroscience and neuroplasticity where the brain can be changed by external training, every adolescent's brain can be modified through teacher knowledge and understanding. This is the exciting aspect of my story as a teacher educator.

I, too, am thankful to Anna for starting me on this fascinating and rewarding journey.

INTRODUCING NEW IARLD MEMBERS

It is a pleasure to introduce our membership to our newest Members, Drs. Amy Barth and Erika Lembke. Our warmest congratulations!!! In the brief interviews below, we asked them to tell us about themselves.

IARLD Member – Barth, Amy

Affiliation: Amy E. Barth
Buena Vista University
Assistant Professor, Literacy Department,
Storm Lake, Iowa, USA



Nominated by Dr. Sharon Vaughn, University of Texas at Austin, July 2016

What are your current research interests?

My current research interests focus on intervention design for writing, such as within a multi-tiered system of supports

framework, and the use of technology tools for writing.

How did you hear about the IARLD? What made you decide to join?

Sharon Vaughn, mentor for my K08 Fellowship from the National Institute of Child Health and Human Development, suggested that I join IARLD because of the quality of research conducted by its membership as well as the international composition of its membership.

Would you tell us something about your professional background and what you are doing now?

I am clinically trained as a Speech Language Pathologist, with training completed under Hugh Catts at the University of Kansas. I completed a postdoctoral fellowship in Advanced Statistics and Methodology under the direction of Drs. Jack Fletcher and David Francis at the University of Houston. I am currently completing a five-year Mentored Clinical Fellowship (K08) from the National Institute of Child Health and Human Development under the direction of Drs. Sharon Vaughn and Marcia Barnes at the University of Texas - Austin and Drs. Jack Fletcher and David Francis at the University of Houston. I am also faculty at Buena Vista University in the Department of Literacy. My research interests include understanding how inference making as a mechanism operates to facilitate reading comprehension among struggling adolescent readers.

What are your personal hobbies or special interests?

Hobbies: road biking; hiking; downhill skiing; fly fishing; traveling; and time with family.

IARLD Member – Lembke, Erika

Affiliation: Erica Lembke, University of Missouri, Department of Special Education, Associate Professor and Chair, Columbia, MO, USA.



Nominated Appointed March, 2016.
Nominator: Delinda VanGarderen

What are your current research interests? Early writing assessment and intervention; improving teachers' data based

decision making in writing and mathematics; science vocabulary matching, Curriculum Based Measurement

How did you hear about the IARLD? What made you decide to join?

Several of my colleagues at my institution and at other universities had mentioned that it was a great organization and so when Delinda suggested nominating me I was excited to say yes.

Would you tell us something about your professional background and what you are doing now?

I've been at the University of Missouri for 13 years and have currently taken on the role of Department Chair. Prior to that, I completed my PhD at the University of Minnesota and I was a special education teacher prior to my doctoral work. I'm completing work on an IES Goal 2 writing project this year and my colleague Kristen McMaster (Minnesota) and I are looking forward to trying to secure a Goal 3 to continue our work.

What are your personal hobbies or special interests?

I enjoy traveling with my family, going to Jazzercise, reading, playing softball, going to my son's sporting events, and spending time with friends

MANUSCRIPT PROPOSAL SUBMISSIONS SOUGHT

The "International Journal for Research in Learning Disabilities" is our best platform for sharing your scholarship with the entirety of our membership and with our profession at large. Publishing your work in the IJRLD embodies your commitment as a member of the Academy. We are anxious to receive your submission. Please review submission guidelines posted on the Academy website along with our past issues; you are also welcome to contact me directly to discuss potential submissions, at IJRLD@bc.edu

MARK YOUR CALENDARS!

41th Annual IARLD Conference
July 5 - 7, 2017
Brisbane, Australia



We look forward to seeing you!

The 41th IARLD Conference in Brisbane, Queensland, Australia will continue the traditions and the ambience of the previous successful conferences of the Academy held in Boston, Padua, Taipei, Vancouver, and many other places. Similar to previous conferences, the symposia, interactive poster session, and roundtable discussions will serve as a forum for discussions of conceptual issues, exchange of ideas, and presentation of research results. The Annual Conference is an excellent opportunity for Academy members to meet, network, connect, collaborate, and celebrate what has been achieved.

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[c.vankraayenoord@uq.edu.au]

University of Queensland, Brisbane, Queensland
AUSTRALIA

Immediate Past IARLD President

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University of Toronto, Toronto, Ontario
CANADA

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[Georgios.Sideridis@childrens.harvard.edu]

Harvard Medical School
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UNITED STATES

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Vice President for Student Members

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Secretary

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UNITED STATES

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Bucknell University, Lewisburg, PA

UNITED STATES

Publications

Annmarie Urso, Chair [urso@geneseo.edu]

State University of New York at Geneseo, Geneseo, NY,
UNITED STATES

Olga Jerman, Editor – IARLD Updates

[olgajerman@earthlink.com]

Austin, TX
UNITED STATES

*David Scanlon, Editor of the International Journal for
Research in Learning Disabilities*

[scanloda@bc.edu]

Boston College, Boston, MA
UNITED STATES

Chair of Conference Programs

Lynn Meltzer [lmeltzer@ildlex.org]

ResearchILD (Research Institute for Learning and
Development), Boston, MA
UNITED STATES

Academy Historian

Brian Bryant [bbryant@austin.utexas.edu]

University of Texas, Austin, TX
UNITED STATES

Members at Large

James Chapman [J.Chapman@massey.ac.nz]

Massey University, Palmerston North
NEW ZEALAND

Rasa Barkauskiene [psk@mruni.lt]

Vilnius University, Vilnius
LITHUANIA

Marija Kavkler [Marija.Kavkler@guest.arnes.si]

University of Ljubljana, Ljubljana
SLOVENIA

By-Laws and Constitution Committee Chair

Delinda van Garderen

[vanguardere@missouri.edu]

University of Missouri, Columbia, MO
UNITED STATES