
IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 18 (1) 2017

A MESSAGE FROM THE PRESIDENT

Christa van Kraayenoord



Dear Colleagues,

“Impact” has become the buzzword at many research-intensive universities around the globe. At my institution, the University of Queensland, impact has been defined as “the contribution that research makes to the world and the lives of people living in it”. In and of itself, and at first glance, documenting impact seems like a simple endeavor and is quite self-evident. However in reality my colleagues and I are now required to move beyond describing possible implications of our research work to documenting the influence of our research

on the world and those living in it – and this is a challenge.

If impact is to be the new or additional measure of academic success in higher education, then it was of interest to read a recent article in the *Learning Disability Quarterly*, Volume 40, Issue Number 1, of 2017 by Melody Walker and Elizabeth Stevens entitled: Reading Instruction for Students with Learning Disabilities: An Observation Study Synthesis (1980-2014). One of the findings of the study indicated that the research questions and purposes of these US studies that the researchers had examined tended to be very heavily

influenced by legislative change and policy reform, or we might say, legislative change and policy reform had a powerful influence on the research that was completed and/or the research that was funded. The legislative change and policy reform that the authors noted had been particularly powerful in the context of the studies investigated were the Education for All Handicapped Children Act of 1975 and the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) - for students with all disabilities, including those with learning disabilities.

Therefore, on the one hand, we have academic institutions asking us to describe the impact our research has on policy and practice, teachers and students etc., and on the other hand, we are learning from researchers such as Walker and Stevens that what gets investigated, the questions asked, and even perhaps how phenomena get investigated are being shaped by legislative change and policy reform.

And so perhaps we have a vicious circle - a circle that will turn on itself??

I think there is no place better to raise topics such as the one above as at our forth-coming 41st IARLD Conference. It is a hallmark of the Academy's conferences that there is space and time in the conference where and when the issues of the day and of the future related to our research and work in the area of learning disabilities can be discussed. Thus topics such as this can be raised. Indeed in planning the current conference to be held in Brisbane, Queensland, Australia from the 5-7 July 2017, the Organisational Committee are excited about the range of Symposia, Roundtables and Posters that will be presented. The Proposal Review Committee was impressed by the quality of the research that will be presented and we are sure that the Symposia and Round Tables will lead to provocative discussions. The proposals for Symposia, Roundtables

and Posters, in my view, are also a testament to the researchers in the Academy who have looked beyond legislative change and policy reform to investigate questions that are fundamental and truly relevant to individuals with learning disabilities. So the Organising Committee of Ian Hay, Holly Chen, Angela Silanesu, and I are looking forward to welcoming you to two intensive days (6th and 7th July) of intellectual stimulation and exciting discussion. We also are looking forward (on 5th July) to sharing with you our beautiful city and river, our majestic campus, and of course the wonderful flora and fauna of Australia. As you know registrations are now open and we do hope that we will see you at the conference.

<http://www.iarld.com/current-conference>

Kind regards,
Christa van Kraayenoord
*President, International Academy for
Research in Learning Disabilities
April 2017*

EDITOR OF IARLD UPDATES

It is with mixed feelings that I end my term as Editor of the *IARLD* Updates! Although I have thoroughly enjoyed the experience, learned a great deal in my role as Editor, and made connections with colleagues around the world, nine years, however, is long enough. It was truly a great opportunity for me to connect with researchers all over the place, maintain my professional interests and have a lot of fun meeting new people! Many thanks to Nancy Heath and her editorial assistant, Jessica Toste who were very helpful and supportive in my learning the role when I took over the editorship.

Also, thank you to our current *IARLD* President, Christa van Kraayenoord for her continued support and help, and to many others who helped in different ways throughout my editorial years. Our newsletter offers great and unique opportunities for all the members of *IARLD* to communicate and collaborate internationally, learn from each other, inspire and promote innovative ideas and

research spirit. I am very happy I was part of it and I truly hope that it remains an important component of the Academy.

All my best,

Olga Jerman, Ph.D
Outgoing Editor of *IARLD* Updates

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.

No report was submitted

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 Lidiya Magajna, University of Ljubljana, Slovenia.

The committee has accepted three new members since October of 2016: Gino Casale, University of Cologne, Germany (nominated by Michael Grosche); Anne Bellert, Southern Cross University, Australia (nominated by Christa van

Kraayenoord); and Susan Galletly, Central Queensland University, Australia (nominated by Bruce Knight).

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.

The Student Member Committee welcomes two new members, Gunnar Burns and Heidi Clausen.

Gunnar is a doctoral candidate in the School of Education, Institute of Educational Research Rehabilitation Sciences: Special Learning Needs at the University of Wuppertal in Wuppertal, Germany. He is engaged professionally, presenting at conferences and publishing in scholarly journals. His interests in international collaboration and cross-cultural research make him a great fit for our international organization. It is not surprising that Michael Grosche gave him such a strong recommendation.

Louise Mercer highly recommended Heidi, who recently completed a Master of Education (Research) at Queensland

University of Technology (QUT) in Brisbane, Australia. Heidi is looking forward to presenting the findings of her study, *Exploring Fraction Knowledge with Telling Time: A Case Study of Students who have Learning Difficulties*, in a poster session at the 41st Annual IARLD Conference in Brisbane in 2017. Louise wrote that Heidi is a “professional who is likely to have a continuing positive impact on the education of children and young people 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

IJRLD Editor’s Report: *David Scanlon*

Members of the Academy have already received the latest issue of *The International Journal For Research in Learning Disabilities*, featuring the work of several of our colleagues. You will soon be able to find articles from every issue of the IJRLD when you conduct an ERIC search. Over the next few months we expect to be fully indexed. You can also find each issue of the journal posted on the Academy website. When you visit the site please review the manuscript submission guidelines and submit your work for consideration. We are actively seeking submissions for the upcoming issue.

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.

NEWS FROM *IARLD* MEMBERS

Al Otaiba, Stephanie, IARLD Fellow and Professor of Teaching and Learning in the Annette Caldwell Simmons School of Education & Human Development, Southern Methodist University, Dallas, TX, USA.



Stephanie has received the Special Education Research – SIG Distinguished Researcher Award from the American Educational Research Association. The Distinguished Researcher Award is given in recognition of an individual's body of research that has made significant and sustained contributions to research, policy, and/or practice in the field of special education over a period of time. Eligible nominees are nominated by other scholars in special education, or a related field. Congratulations, Stephanie!

Chung, Kevin K H: *IARLD* Fellow, Professor and Acting Head Department of Early Childhood Education, Faculty of Education and Human Development, Education University of Hong Kong, Dr. Chung has recently published the following articles:



Lo, L.Y., Ho, C.S.H., Wong, Y.K., Chan, David W.O., Chung, K.K.H. (2016). Understanding the microstructure and macrostructure of passages among Chinese elementary school children. *Journal of Psycholinguistic Research*, 45, 1287-1300.

Yeung, P. S., Ho, C.S.H, Chan, David W.O., Chung, K.H.H. (2016.) Orthographic skills important to Chinese literacy development: the role of radical representation and orthographic memory of radicals. *Reading and Writing*, 29, 1935-1958.

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., Chung, K.K. H., 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.

Desoete, Annemie: IARLD member, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium.



Annemie's most recent publication:

Baten, E., Praet, M., & Desoete, A. (2017). The relevance and efficacy of metacognition for instructional design in

the domain of mathematics. *ZDM*, 851, DOI: 10.1007/s11858-017-0851-y

In addition, as the chair of the 2018 IARLD Conference, Dr. Desoete would like to announce that 2018 IARLD Conference will take place in Gent, Belgium.

- The conference location will be Campus Artevelde, University College, Voetweg 66, Gent, Belgium
- The conference dates are July 2nd and 3rd, 2018
- Linda Siegel will be a Keynote Speaker.

Below is a link to see a short film about Gent! So exciting!!

Film about Ghent: 5 things I love in Gent:

<https://www.youtube.com/watch?v=ft4cNjegfsQ>



Dunn, Michael: Associate Professor of Special Education & Literacy, Washington State University, Vancouver, has the following new publications:

Peer Reviewed Journal Articles

Dunn, M. W. (in press). Response to intervention: Educators' perspectives on lessons learned and future directions. *Journal of School Connections*.

Barrio, B.L., Miller, D., Hsiao, Y-J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Cultural considerations for the individualized education program. *Intervention in School & Clinic*, 53.



Invited Book Chapters

Dunn, M. W. (in press). *Learning disorders*. In A. E. Wenzel (Ed.) *The SAGE encyclopedia of abnormal and clinical psychology*. Thousand Oaks, CA: SAGE.

Galletly, Susan our new IARLD member, Central Queensland University, Australia, would like to share her recent publications:

Knight, B. A., & Galletly, S. A. (in press). Effective literacy instruction for all students: A time for change. *International Journal for Research in Learning Disabilities*.

Knight, B. A., Galletly, S. A., & Gargett, P. S. (2017). Managing cognitive load as the key to literacy development: Research directions suggested by crosslinguistic research and research on Initial Teaching Alphabet (ITA). In R. Nata (Ed.), *Progress in Education* (Vol. 45, pp. 61-150). New York: Nova Science Publishers.

Meltzer, Lynn: Dr. Lynn Meltzer, IARLD Executive Board member and Chair of Conference Programs (USA), President &

Director of Research, ResearchILD, Director of Assessment, Institute for Learning & Development, Associate in Education, Harvard Graduate School of Education.



SMARTS Online, an executive function curriculum developed by Dr. Lynn Meltzer and her team of researchers and educators at ResearchILD, has been online since 2016 and is being currently used in over 500 special and general education classrooms in the U.S. and abroad. SMARTS comprises 30 lesson plans, student handouts, and PowerPoint® presentations focused on promoting metacognition, cognitive flexibility, working memory, organizing, and self-monitoring.

In August, ResearchILD will host a two day “SMARTS Summit” workshop to promote educators’ understanding of the theoretical framework underlining the program while learning practical solutions for their classrooms. For more information, please contact Donna Kincaid at dkincaid@ildlex.org.

Hagen, John: IARLD Fellow and Professor Emeritus, Department of Psychology, University of Michigan, USA, would like to announce that he has been serving on the Committee on Disabilities in Psychology for the American Psychological Science.



A document has been prepared on Universal Design delineating the many ways that UD greatly reduced if not eliminating barriers in the physical environment for those with the wide range of physical disabilities. The report is being reviewed for adoption by the board of APA. Dr. Hagen has prepared a recent report on Universal Design for Learning, drawing from the recent research and practice for applying learning principles to the children, youth and adults who are diagnosed with learning problems and disabilities as well as ADHD, emotional problems and range of other disorders.

Margalit, Malka: IARLD Fellow, Professor (Emeritus), Constantiner School of Education, Tel-Aviv University, Ramat Aviv, Tel-Aviv, Dean, School of Behavioral Sciences, Peres Academic Center Rehovot, Israel.

The Israeli Minister of Education, Naftali Bennett, has announced that Prof. Malka Margalit will receive the **Israel Prize in Education** for her lifelong, groundbreaking work in the field.

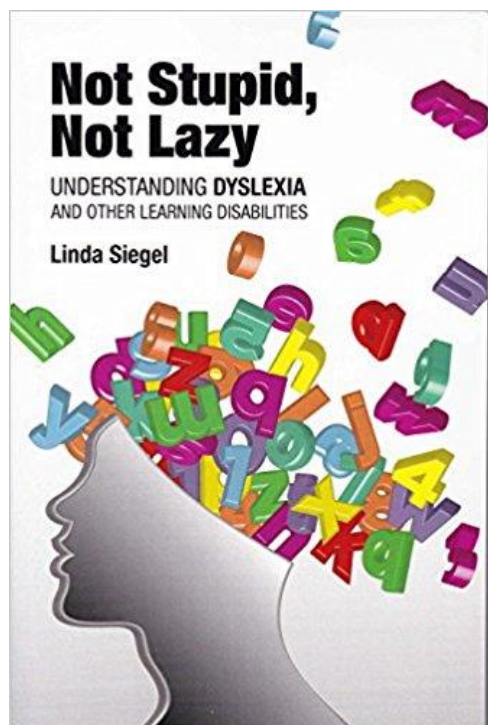


Prof. Margalit began teaching at Tel Aviv University in 1975 and went on to serve as the head of the Jaime and Joan Constantiner School of Education, from 2000 until 2004.

"Prof. Malka Margalit is a researcher of international renown in the field of special education and research of learning disabilities. Her research has left a substantial impression on the development of special education in Israel over the years," the Israel Prize Committee wrote of their decision. "Her research proves how hope induces high achievements in pupils in general and pupils with learning disabilities in particular and how improving mental willpower is a tool for far-reaching personal change."

Congratulations, Malka!!!!

Siegel, Linda: IARLD Fellow and Professor Emeritus, Educational and Counselling Psychology, and Special Education, The University of British Columbia, Vancouver, Canada is happy to announce the revision of her book, *Not Stupid, Not Lazy: Understanding Dyslexia and Other Learning Disabilities* will be published by the International Dyslexia Association.



This book is about dyslexia and other learning disabilities, and the destruction they can potentially cause in many lives, but it is also about the opportunities for success that lies within the grasp of individuals with these disabilities. Linda Siegel's motivation for writing NOT STUPID, NOT LAZY is summed up in a single sentence: "I want us to understand individuals with learning disabilities as whole people and to see beyond the problems." With this guiding principle, she provides strategies that will be helpful for teachers, parents and others who wish to provide support to people with dyslexia and other learning disabilities ... Knowing what to look for and what to avoid with regard to treatment options is critical. People who must navigate this often confusing and frustrating path will find this volume highly enlightening, engaging and helpful.

Wheldall, Kevin: IARLD Fellow, Emeritus Professor, Macquarie University, Sydney, Australia.



Emeritus Professor Kevin Wheldall has continued in his role as Chairman of MultiLit Pty Ltd. (www.multilit.com) and Director of the MultiLit Research Unit (MRU) (<http://www.multilit.com/research>). His recent publications (2016 to present) are listed below. In 2016 he launched and jointly edits 'Nomanis', an online magazine for teachers, parents and others to communicate ideas about the effective teaching of reading and related skills (www.nomanis.com.au). He continues to write for his blog 'Notes from Harefield' (www.kevinwheldall.com) and is also active on Twitter (@kevinwheldall).

Academic publications

Wheldall, R., Glenn, K., Arakelian, S., Madelaine, A., Reynolds, M., & Wheldall, K. (2016). Efficacy of an evidence-based literacy preparation program for young children beginning school. *Australian Journal of Learning Difficulties*, 21, 21-39. <http://dx.doi.org/10.1080/19404158.2016.1189443>

Marinus, E., Mostard, M., Segers, E., Schubert, T. M., Madelaine, M., & Wheldall, K. (2016). A special font for people with dyslexia: Does it work, and, if so, why? *Dyslexia*, 22, 233-244. DOI: 10.1002/dys.1527

Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., & Arakelian, S. (2017). Further evidence for the efficacy of an evidence-based, small group, literacy intervention program for young struggling readers. *Australian Journal of Learning Difficulties*, 22.

Other publications

Wheldall, K. (2016, Autumn). Minister, reading recovery needs more than Reading Recovery. *Learning Difficulties Australia Bulletin*, 48(1), 16-17. (Also in *MultiLit Moments*, March 2016, 1-2.) Retrieved from <https://www.lidaustralia.org/lda-publications.html>

Wheldall, K., & Marinus, E. (2016, Spring). Do dyslexics need Dyslexie? *Learning Difficulties Australia Bulletin*, 48(3), 22-23. (Also in *Nomanis*, 1(1), 21-22.) Retrieved from <https://www.lidaustralia.org/lda-publications.html>

Castles, A., Wheldall, K., & Nayton, M. (2016, March 20). Should we do away with 'dyslexia'? *The Conversation*. Retrieved from <http://theconversation.com/au>

Marinus, E., & Wheldall, K. (2016, June 22). Spacing of letters, not shape of letters, slightly increases reading speed of those with dyslexia. *The Conversation*. Retrieved from <http://theconversation.com/au>

Snow, P., Castles, A., Wheldall, K., & Coltheart, M. (2016, December 2). Why Australia should trial the new phonics screening check. *The Conversation*. Retrieved from <http://theconversation.com/au> Also in *Bulletin of Learning Difficulties Australia*, 49(1), 4-5 (2017).

Wheldall, K. (2016, November 7). How to teach literacy so no child is left behind. *The Conversation*. Retrieved from <http://theconversation.com/au>

Wheldall, K., Snow, P., & Graham, L. (2016). Explainer: What does the term 'synthetic phonics' really mean? *Nomanis*, 1(2), 26-27. Also in *Bulletin of Learning Difficulties*

Conference papers

Marinus, E., Mostard, M., Segers, E., Schubert, T. M., Madelaine, A., & Wheldall, K. (2016, July). *A special font for people with dyslexia: Does it work and if so how?* Poster presented to the Annual Conference of the Society for the Scientific Study of Reading, Porto.

Wheldall, K., Wheldall, R., Madelaine, A.,

Reynolds, M., & Arakelian, S. (2016, November). 'What's new from MRU?': *Recent research on reading instruction from the MultiLit Research Unit (MRU)*. Paper presented at the New South Wales Institute for Educational Research Conference on 'Literacy: What works and why', University of New South Wales, Sydney.

Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., & Arakelian, S. (2017) *Efficacy of intensive reading interventions for both younger and older low-progress readers in schools serving remote Aboriginal communities*. Australian Association for Special Education Annual Conference, Darwin, April 2017, and the Language, Literacy and Learning conference, Perth, March 2017.

West, Thomas: IARLD member and the author of *Thinking Like Einstein* and *In the Mind's Eye* is pleased to announce that another of his books, *Seeing What Others Cannot See: The Hidden Advantages of Visual Thinkers and Differently Wired Brains*, is to be published in June 2017. 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 -- strong visual thinkers and those with dyslexia, Asperger's syndrome, and other different ways of thinking, learning and working.

This is an inspiring book that not only documents the achievements of people with various learning differences, but also reveals their great potential. This potential is especially great in our new digital age where traditional clerical and academic skills are less and less important -- while an ability to see the big picture and to understand

complex patterns revealed in high-level computer information visualizations is rapidly increasing in value in the global economic marketplace.

West continues to lecture and give presentations worldwide. Also, recently he has started a second blog, which is connected to his new book, www.seeingwhatothercannotsee.blogspot.com. If anyone is interested in sharing ideas, research or more information about his new book, you can contact him at thomasgwest@gmail.com.

LD AROUND THE WORLD

Catching up with IARLD Members in Germany: Professor Michael Grosche And Professor Matthias Grünke

Christa van Kraayenoord:

In December 2016 I had the pleasure of visiting **Professor Michael Grosche** at the Bergische University Wuppertal. Michael will be well known to those of you who attended the Annual IARLD Conferences in Padua and Boston.



Since April 2015 Michael has been a Professor at the Institute for Educational Research in the School of Education at the University of Wuppertal. See the photo of Michael and I in his office at the Institute. Here he has built a team of co-researchers, post-docs and graduate students and is engaging in a number of projects. These include projects related to the implementation and evaluation of a range of models of inclusive education, the examination of the psychological and social foundations of language, social-emotional development and learning, and understanding the links among diagnosis, development and evaluation of learning and achievement through the concept of Response to Intervention (RTI). Indeed regarding the latter, in the English language, Michael is probably best known for his publication:

Grosche, M. & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education*, 28 (3), 254-269.

With respect to his research about language learning and, in particular, in relation to students with reading and writing difficulties Michael has a laboratory on site where participants in his research projects can come and be assessed and also follow computer-based training programs that he and his colleagues have developed. To this end Michael has a recording booth (see picture) where he is able to prepare very high quality audio recordings. What an asset!!



Michael has begun introducing some of his co-researchers and post-doc students to IARLD and has started the nomination process to ensure that more German researchers become IARLD members. The IARLD community looks forward to welcoming Michael's co-workers and hearing them present at future IARLD conferences!!

We know that professional, personal contact is the way in which individuals become members of IARLD. This is the case with Michael and **Professor Matthias Grünke**. Michael was Matthias's PhD student and Matthias introduced Michael to IARLD.



On the same day I visited Michael in Wuppertal, I also visited Matthias. Matthias is Professor of Special Education at the University of Cologne. Matthias's main research interests focus on the evaluation of teaching and learning methods and of learning strategies especially when used with students with learning problems. At present several of his projects address the writing difficulties of children with learning problems and others who struggle at school.

His most recent publication is:

Grünke, M., Janning, A. M., & Sperling, M. (2016). The effects of a peer-tutoring intervention on the text production of students with learning and speech problems: A case report. *Learning Disabilities: A Contemporary Journal*, 14(2), 225-235.

Matthias also has a strong team of co-workers, post-docs and graduate students working with him. A number of these graduate students are international students and write their PhDs in English -- in Germany!!

Matthias has also made a number of other international connections and is the immediate Past President of Learning Disabilities Worldwide (LDW) and is the Chair of the Professional Advisory Board of the same organization. He is also a founding member of the German Centre for Empirical Inclusion Research (ZEIF). Given the "hot topic" of inclusion in Germany at the present time this Centre is timely!!

The three of us had an enjoyable lunch and afternoon together, discussing a range of topics including academic integrity, inclusive education in Germany, responding to international educational issues, empirical research, and rugby!! (Matthias had just spent time in England – and he was wearing a rugby jersey!). Matthias has also written about social inclusion of those with disabilities and football fandom.

Of note, Michael and Matthias have also published together – in German. Their chapter "Lernbehinderung" (Learning disorders), appears in one of the major textbooks on intervention and therapy used by higher education students in education and special education in German universities. The book is called: "Interventionen bei Lernstörungen: Förderung, Training und Therapie in der Praxis" and was published in 2014 by the publisher, Hogrefe. See the two of them together in the photo!!



To both Matthias and Michael, thank you for making my visits to the Universities of Wuppertal and Cologne very interesting and our meeting together a very enjoyable one!!! I look forward to further contact through IARLD.

INTRODUCING NEW IARLD MEMBERS

It is a pleasure to introduce to our membership to our newest Members. *Fellow members*, Drs. Susan Dymock and Karen Waldie; *Academy Members* Dr. Susan Galletly and Dr. Anne Bellert; and our new *Student members*, Gunnar Bruns, Heidi Clausen, and Lauren Goegan. Our warmest congratulations!!! In the brief interviews below, we asked them to tell us about themselves.

IARLD Fellow – Dymock,
Susan *Affiliation:* Faculty of Education, University of Waikato, Hamilton, New Zealand, Senior Lecturer.



Nominated by Dr. Christa van Kraayenoord, 14 June 2016.

*What are your current research interests?
How did you hear about the IARLD? What made you decide to join?*

I heard about IARLD through Dr. Christa van Kraayenoord. Joining IARLD provides an opportunity to keep in touch with others who have similar research interests.

My research interests include:

- Reading comprehension;
- Reading difficulties, including dyslexia.

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

After teaching primary and intermediate age children for 10 years, then completing my PhD at the University of Auckland, New Zealand, in reading comprehension theory, I began teaching at the University of Waikato where I am now a senior lecturer/researcher in education.

My primary interest and research focus have been to ensure that classroom practice is based on the best possible research evidence. In support of this goal I established a University Reading Centre in 2003 for children and youth struggling with reading.

In 2012 I was commissioned by the Tertiary Education Commission (TEC) to write a review of research for adult educators in Private Training Establishments, Polytechnics, Industry Training Organisations, and Wānanga, to help adult learners with dyslexia. This book was published online by TEC in 2012 and reprinted by Dunmore Press in 2013. Since then I have co-written a further book in 2012 that synthesizes research-based practices on teaching reading comprehension.

In 2015 I co-authored a research-based book *The New Zealand Dyslexia Handbook* for the New Zealand Council for Educational Research (NZCER). The book was a 2015 finalist in the CLNZ Education Publishing Awards in the Higher Education category.

What are your personal hobbies or special interests?

In addition to reading, gardening, and spending time with family my interests are primarily based around outdoor activities. I grew up in Oregon, USA with Mt. Hood, the Pacific Ocean, and many lakes and rivers nearby. Tramping and snow skiing are some of my favorite activities. I recently purchased a mountain bike but intend to keep to Grade 1 and 2 trails, for now.

IARLD Fellow – Waldie, Karen

Affiliation: Karen Waldie PhD, Associate Professor, School of Psychology, The University of Auckland

What are your current research interests?

My research covers a broad, but interconnected, range of topics within the area of developmental cognitive neuroscience. I am interested in the development of cognitive subsystems within the brain, including language and executive functioning. Of particular interest is atypical functioning of these subsystems in the case

of dyslexia, autism and Attention Deficit Hyperactivity Disorder (and their comorbidity).



Nominated in March, 2016 by James Chapman

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

From my 20 years of researching in the field of Learning Disorders. I was pleased to be nominated by the famous James Chapman!

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

My research techniques can be broadly categorized into those that rely on acute cross-sectional experiments and those which rely on data collected from longitudinal studies. My experimental work combines techniques from clinical neuropsychology and cognitive neuroscience. My intensive involvement with 3 national longitudinal studies (Dunedin Multidisciplinary Health & Development Study; Auckland Birthweight

Collaborative Study; Growing Up in New Zealand) reflects my interest in life-span development as well as the precursors and determinants of neurodevelopmental disorders and problem behaviour. My H-index is 25 and my research has received 2156 citations:

<http://scholar.google.co.nz/citations?user=wyoqSm8AAAAJ&hl=en&oi=ao>

What are your personal hobbies or special interests?

I love yoga and animals.

IARLD Member – Galletly,

Susan *Affiliations & Positions:*

- ✓ Part-time (soon to be ex-) Central Queensland University postdoctoral researcher finishing up work on a 3-4 year research project funded by the Australian Research Council (ARC) entitled *Bridging the Gap for At-Risk Readers: Reading Theory into Classroom Practice*, which explored the research supporting classroom instruction for at-risk and struggling readers, and supported teachers to reflect on that research and their teaching experience, to decide on principles of instruction towards optimising classroom instruction for at-risk and struggling readers.
- ✓ Part-time Speech Language Pathologist (SLP) and education advisor, conducting a private practice with school-aged children with learning difficulties (www.literacyplus.com.au).
- ✓ Part-time provider of professional development for teachers and allied health professionals, on optimising instruction for children with learning difficulties (www.literacyplus.com.au).

What are your current research interests?

Factors likely to support optimizing of Australian school literacy instruction for at-risk and struggling readers.



Nominated by my mentor and colleague Prof Bruce Knight, March 2017.

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

I had heard about IARLD many times across the years, and considered it a prestigious research association, and never imagined that I would be invited to become a member. When invited to consider becoming a member this year, and then nominated, I was thrilled.

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

My professional background is as a part-time occasional researcher at Central Queensland University who has dropped in and out of the researcher role, depending on availability of research funding. I'm currently finishing up a four-year contract which I've greatly enjoyed. I am also a Speech Language pathologist and teacher who has read extensively in psychology, and works a private practice with school-aged

children with learning difficulties and their families, using a parent-tutor model. I've also been a university lecturer of literacy courses for preservice teachers, and a school Literacy Coach.

My private practice intervention work has been ongoing across my working life, such that I've known deeply the challenge of effectively remediating learning difficulties, and the frustration, anxiety and depression experienced by struggling children and their families.

I also sustained a mild head injury in my mid30s, such that I have working memory weakness, and very much identify with and understand the implications of low and high cognitive load in literacy development and tasks, e.g., the low cognitive load commonly experienced by children learning to read and write in regular-orthography nations, and the high cognitive load experienced by all Anglophone children, and struggled with on an ongoing basis by children slow to master reading and writing.

Across my working life I have been a 'balcony' person, in the sense of not being fully in one discipline, and instead belonging in part to many different camps, including Speech Language Pathology, teaching, preservice training, teachers' literacy associations, and reading research associations. This balcony role has been educative, enabling relatively objective thinking on the strengths, directions, weaknesses, and opportunities for the future in those different areas.

The Australian reading instruction context has also strongly shaped my thinking. I've been strongly aware of the Reading Wars and of the immense waste of potential progress in optimizing reading instruction that is the fallout of that divisiveness. In addition, perhaps in line with Whole Language thinking, Australian funding for early-years classroom instruction and

support of children with learning difficulties seems incredibly low relative to other nations. Australian teachers, classes and weak readers thus struggle due to insufficient teaching supports.

Working with teachers, schools and private-practice clients, it's been obvious that, even when teachers and schools use research-based reading instruction to the extent resourcing allows, their reading instruction is unable to be effective for a significant minority of children, i.e., those children who need consistent, ongoing, carefully tailored support, which the low resourcing levels simply do not permit. In company with continuing finders of non-responders and poor responders in intervention research studies, this has impressed me that research-based instruction seems but one key part of the solution. In addition, it seems possible that using current effective instruction may prove too expensive for us to achieve healthy progress in virtually all children and schools.

This has provoked questioning using cross linguistic perspectives and 'outside the box' possibilities' thinking. Are we perhaps starting reading instruction when many children are too young, with low working memory and low resilience for complex learning? When combined with insufficient teaching supports, is this resulting in Learned Helplessness and entrenched learning difficulties in too many Australian children? Is standard English orthography so overly complex that it creates huge teaching expense if we were to achieve effective instruction for virtually all children, using current instructional perspectives? Should we also be exploring parallel orthographies, Standard English plus a fully regular initial orthography, in the manner used by Japan, Taiwan and China? Are there ethical dilemmas involved when the struggles and frustrations of so many Anglophone weak readers are perhaps optional: not universal

but instead perhaps more a sociocultural outcome stemming from their nations' choice of an extremely complex sole orthography.

In my balcony role, aware of issues at teacher, school, child and research level, my aim is to support positive change through helping people reflect on issues which perhaps deserve stronger focus. I came late into the research world, finishing my doctoral research in 2007 when in my 50s. Given I will retire within the next 5 to 10 years, I'm working hard in this bridge builder role, e.g., I'm currently writing a book for the general public on issues impacting and perhaps preventing the optimizing of reading instruction in Australia.

It has been a joy to work with my mentor, Prof Bruce Knight, a keen encourager of original thinking and theorizing, across the years. In our work together, Bruce and I have developed Orthographic Advantage Theory for considering the many differences at child, school and national level which stem from initial cross-linguistic differences in word-reading development. We've also developed a pragmatic Literacy Component Model, built from and including the Simple View Model, that teachers are finding very useful, and which is equally relevant for researchers considering literacy development and cross linguistic differences.

I'm excited by the immense potential of cross-linguistic research for building knowledge useful for optimizing Anglophone reading instruction for at-risk readers. Equally, I'm sorry re the slowness of research focused on cross-linguistic differences beyond word-reading, given that differences in reading development are likely just the start of proliferating differences between Anglophone and regular-orthography nations.

I feel there may be many important issues which have been insufficiently explored, but which may offer significant opportunities towards optimizing Anglophone reading and literacy instruction. As an example, we recently reviewed the massive amount of research on regular-orthography use with Anglophone children in the 1960s (Initial Teaching Alphabet), and triangulated that with findings of cross-linguistic research, which generated many useful ideas on valuable future research directions.

This year is an exciting one, as I'm off travelling October to January, on a self-funded long-service plus sabbatical time, starting in Israel, ending in Japan, with possibly many stops in between. I'm hoping to spend time visiting with researchers, teachers and schools in a range of nations. To sum up, I am highly optimistic about the improving of Anglophone literacy development and instruction, and excited about the knowledge building at research and school levels that will be done in the next few decades. For Anglophone nations, the best is definitely yet to come!

What are your personal hobbies or special interests?

Families and friends, God and us, history and human nature, reading, patchwork and embroidery.

IARLD Member – Bellert, Anne

Affiliation: Dr Anne Bellert, Academic Coordinator of Postgraduate Education and Lecturer in Inclusive Education at Southern Cross University. I am based at our Coffs Harbour campus.



27/02/2017, nominated by Christa van Kraayenoord
(University of Queensland)

What are your current research interests?

I am currently undertaking a number of research projects including how teachers can more effectively undertake re-teaching within a formative instructional cycle, as an effective Tier 1 strategy for supporting students with learning difficulties; an investigation into on-line reading comprehension for students with learning difficulties and identifying the teaching and learning strategies that support students with learning difficulties in this area; an evaluation of a school system's adoption of flexible learning spaces (and associated pedagogical changes) including a specific focus on how this impacts on students with disabilities and other additional learning needs, and also the preparedness of beginning teachers to work in such 'non-traditional' classroom environments.

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

I was first alerted to the research activities of IARLD by my PhD supervisor and friend Professor Lorraine Graham (who is presenting the William M. Cruickshank Memorial Lecture at the 41st Annual IARLD Conference in Brisbane later this year). Lorraine discussed IARLD gatherings with me in glowing terms and also provided me with articles and suggestions regarding recent work from IARLD members that would inform my study and publication interests.

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

I undertook undergraduate study to become a primary teacher in the early 1990s - I must admit that, at the time, this was a matter of convenience rather than an identified passion. However, once I began to develop an understanding of the profession and then learned about how children learn I was 'hooked'. Aside from always enjoying working with children and young people the questions of how learning takes place and more specifically how teachers can facilitate learning for students who have additional needs or require something 'else' has been a driving interest in my professional work. More recently, the notion of ensuring that this happens in a sustainable manner, that is with approaches that are effective, efficient and not unnecessarily depleting of personal and actual resources, has refined my work as I more clearly see that evidence-based practices, collaborative teaching and learning and evolving technologies have much to offer children and young people with additional learning needs and their teachers.

I have worked as a teacher in primary and high school settings in regular and 'special education' classrooms. For over a decade I also worked as a school system advisor, supporting teachers and families of students with additional needs and also in supporting schools in disadvantage rural and regional communities to improve student literacy and numeracy learning outcomes. Since 2014 I have worked in a University setting as a lecturer and course coordinator, and I also supervise several research students.

What are your personal hobbies or special interests?

If you ask my family they would say work is my hobby! I am a dog-lover and enjoy walking my dogs and taking them to the beach - they can never get enough! I also like to garden and I have a productive herb garden and a nice collection of bromeliads.

IARLD Student Member – Bruns, Gunnar

Affiliation: Gunnar Bruns, University of Wuppertal (Germany), Research Associate and PhD Student.



Nominated by Michael Grosche, University of Wuppertal, March 2017.

What are your current research interests?

I'm interested in cognitive and semantic processing in children with learning and intellectual disabilities, looking at differential effects in working memory tasks or in semantic networks. Another field of interest is research on psychometric properties of diagnostic tools and progress monitoring.

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

I had the pleasure to be introduced to IARLD President Christa van Kraayenoord by my mentor, Michael Grosche, on her visit in Germany. I am excited about the international network, since I spent a year in the U.S. during high school, and am currently involved in an international co-operation with a colleague from Washington State University. So I am hoping for many interesting and enriching encounters.

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

I studied Special Needs Education in Cologne (Germany), majoring in LD and EBD. Currently, I am a PhD student working on my research areas mentioned above.

What are your personal hobbies or special interests?

From my first semester I have been and still are a member of the Cologne University Symphonic Orchestra (violin and viola), as I enjoy making music with others a lot. I like all kinds of sports, especially travelling by

bike with my longest trip being 2 months around New Zealand.

IARLD Student Member – Clausen, Heidi

Affiliation: QUT HDR (University)
Graduate & Education Queensland, Student
with Disabilities, Teacher



What are your current research interests?

With 25 years teaching experience, predominantly working with children who have Learning Difficulties (LD) in the primary school setting and facilitating the learning of my own two children, I noticed that telling the time has been a particularly challenging skill for many children (who may or may not have a learning difficulty) to master. Similarly fraction knowledge can take considerable effort and intervention to develop for these same children. I have also supported teachers' efforts to adjust instruction to provide explicit conceptual knowledge, procedures, and strategies to

support their students' mathematical learning. It is these personal experiences that have brought me to question:

- What knowledge children who have LD apply to achieve time telling proficiency?
- What domain specific knowledge (Mathematics) is selected and used by children who have LD when participating with telling time situations? and
- What teaching approaches are best applied to make this learning journey meaningful, successful, and enjoyable for children who have LD?

Thus began my HDR Master of Education (Research) journey in 2014.

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

I received an email (sent out to all QUT HDR students) requesting submissions for the upcoming IARLD conference 2017 and thought this would be the perfect forum to present my findings following my graduation.

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

I have worked in the primary school setting in FNQ initially as an Early Years classroom teacher before transitioning into the Support Teacher role (Learning Support then LST and ST:L&N) in schools in the North Coast Region. I am currently working in the Metropolitan North Region as a Students with Disabilities Teacher.

What are your personal hobbies or special interests?

I have two teenage sons and their exploits keep me very busy but in my occasional

spare time I love to read (anything apart from horror)! When working with children who have LD I am regularly reminded of just how amazing they are in what they can do, create and achieve and am inspired to transfer this resilience and persistence in the course of my own daily experiences. I try to exercise and get out in the garden whenever I can and am looking forward to traveling with my family to Uganda to do some volunteer work at the end of the year.

IARLD Student Member – Goegan, Lauren

*Affiliation: Lauren D. Goegan,
University of Alberta, Edmonton, Alberta,
Canada, Doctoral Student in the Department
of Educational Psychology.*



Nominated by Judy Weiner, August, 2016

What are your current research interests?

I have a variety of research interests, and am involved in a number of research projects. My dissertation research examines students with learning disabilities across their post-secondary studies, investigating topics such as academic engagement, transition,

motivation, self-beliefs and accessibility. I am also currently conducting a study looking at students with disabilities in relation to their use of assistive technology. Furthermore, I am a member of the Alberta Consortium for Motivation and Emotion (ACME) research group that examines individuals' motivation and emotions in various setting (focusing on school contexts). Information about our various projects can be found on the ACME website:

<https://sites.google.com/a/uAlberta.ca/acme/>

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

I first heard about IARLD during my Masters studies, when my supervisor at the time submitted a poster proposal to the annual conference. I was a research assistant for the project the poster was based on. The poster examined the merits of extended time for essay writing quality in university students with learning disabilities.

I decided to join IARLD for a number of reasons. As I continue with my studies, I want to connect with others working in the area of Learning Disabilities, to help me build my knowledge base and understanding regarding a variety of topics related to LD. Being a member will allow me to expand my professional connections to include international scholars in the field. I also feel that IARLD is a good place to meet likeminded scholars, exchange information and be able to make a significant impact to the field of Learning Disabilities.

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

I completed my undergraduate studies at the University of Calgary, in Alberta, Canada

receiving a First-Class Honours degree in Psychology. I then completed my Master's in Educational Psychology in the area of Special Education at the University of Victoria in British Columbia, Canada. My thesis examined the effects of extended time on the writing performance of students with LD. The results of this study are presently under review for publication in a leading journal in the field of learning disabilities. Currently, I am in the second year of my doctoral studies at the University of Alberta in Edmonton, Alberta, Canada, working on a dissertation that examines students' experiences across their post-secondary studies. In particular, I am examining the differences between students with LD and their non-LD peers across various constructs of academic success, self-beliefs, motivation and accessibility. I am in the process of recruiting participants for phase one of my study which involves surveying grade 12 students regarding the choices they make for life after high school, and the motivations, goals and beliefs that influence these decisions. I am also a co-author for four articles under review for publication as a result of my research efforts on various projects.

What are your personal hobbies or special interests?

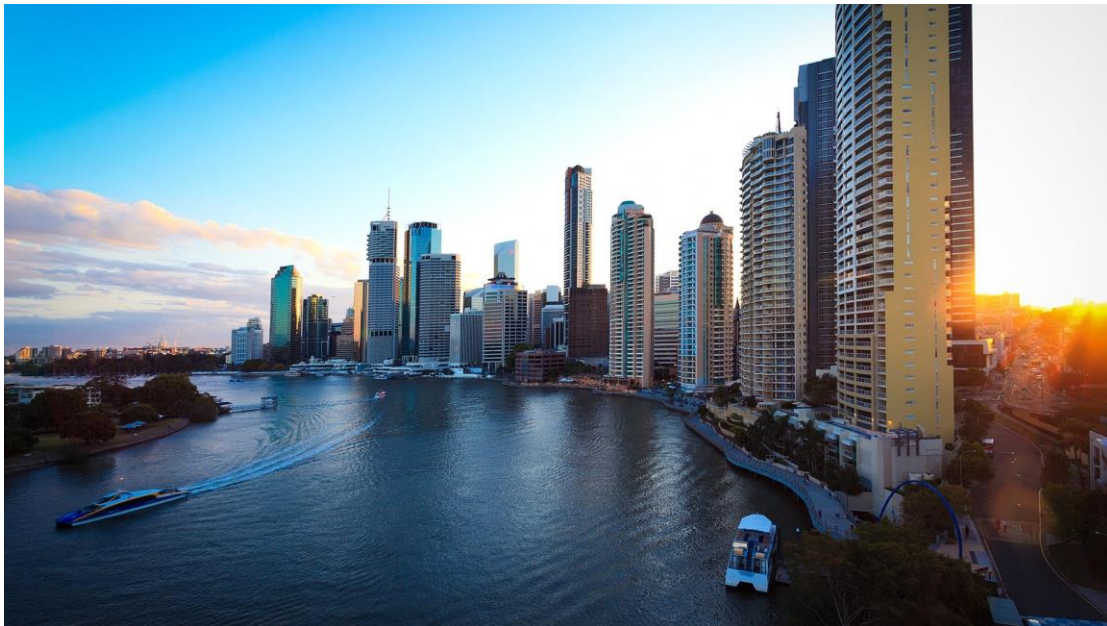
I am a long-time volunteer with the Learning Disabilities Association of Canada (LDAC). Currently, I sit on the LDAC National Research Committee where we are working to create a database for Canadian research related to LD, as well as developing a network of Canadian researchers who are interested in the area of LD. This will help us connected with key researchers and share their contributions with our LDAC network and in the broader community. I am also writing a book that examines my own personal journey as a person with a learning disability. The book will include a collection of stories ranging from the early years before my diagnosis and initial classroom accommodations, to life as a PhD student with LD, and various important milestones along the way. It is my hope that with my shared experiences I can help others with LD realize that they are not alone in their own struggles and challenges, and give others in the community some insight into our experiences. In my free time, I also enjoy baking and am always bringing treats for my lab's meetings.

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, 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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