



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY
FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 22 (1) 2022

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website at:
www.IARLD.com**

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.

A Message from the President

Annmarie Urso, March 10, 2022



Dear Academy Members,

For the past two years, the world has been upended by the pandemic placing a pause on travel, research, and scholarship that many of us experienced in some fashion. The impact on the vigor of the Academy was felt with the cancellation of 2020 and 2021 conferences. Therefore, it is with great excitement that I look forward to our 44th Annual Conference at the University of Oviedo, in Oviedo, Spain! We will be meeting October 3-5, 2022, with more information to follow shortly.

The Academy is at a critical point. We need our members to actively participate in our reinvigoration. We hope you will consider participating in the conference by attending and submitting a proposal—details to follow via email and on the website shortly. Most importantly, we are currently seeking nominations or self-nominations of fellows or members that meet the requirements of a fellow, to fill the vacant position of president-elect. I have enjoyed the position the past four years and the time commitment was very manageable. Please see the announcement in this newsletter with more information. If you have any questions, please feel free to reach out to me directly at urso@geneseo.edu.

The IARLD Office has been working closely with Treasurer Dr. Jenny Krawec to get our membership list up to date and locate email addresses for members that were missing. By now, you should have received a welcome email and some announcements such as a dues notice and conference dates. The IARLD Office will be sending out a request for you to confirm your mailing address. Please take a moment to respond and confirm or correct your mailing address; we want to ensure we have your most up-to-date mailing address for our next issue of the International Journal for Research in Learning Disabilities (IJRLD).

Speaking of IJRLD, I am most pleased to announce that Dr. Deborah Reed has accepted the co-editorship of IJRLD. She is joining Dr. Matthias Gr  enke, editor. The Academy is most grateful to Dr. David Scanlon for his years of leadership and dedication to the editorship of IJRLD and congratulate him on his new position as member-at-large on the Executive Board of the Academy.

In closing, I wish to thank Dr. Georgios Sideridis and the members of the Executive Board for their dedication and leadership of the Academy. Navigating the Academy during the pandemic brought unique challenges for the entire Executive Board. I look forward to working closely with the Executive Board and our past president. If you have any feedback, suggestions, or questions, please don't hesitate to contact me at IARLDOFFICE@gmail.com

Regards,

Annmarie

44th Annual IARLD Conference

*Learning Disabilities Assessment and Intervention:
New Challenges in Uncertain Times*

October 3-5, 2022

University of Oviedo (Asturias), Spain

**Save
the
Date!**



Visit www.iarld.com for details

**Save
the
Date!**

Conference Chairs:

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Announcements

Seeking Nominations for President-Elect

Nominations, including self-nominations, welcome for current term of the President-Elect position until December 2025

When the President's four-year term is complete, the President-Elect becomes the President for a four-year term. Both positions are voluntary.

- creates plans for the location and identification of the Chair for the IARLD Conferences to be held during future term as President
- attends the Executive Board Meetings, held on the day prior to the Conference each year.
- acts, at the request of the President, or in his/her absence or disability, as President and when so acting, shall have all the duties, powers of and be subject to all the restrictions upon the President.

Requirement for the position of President-Elect include:

- must be a fellow of the Academy
- must have at least four years of membership in the Academy.

Please contact Annmarie Urso with nominations and self-nominations @ iarldpresident@gmail.com

Seeking Interested Members for Editor of IARLD Newsletter, Updates

Duties of Updates Editor:

- Prepare and edit IARLD newsletter twice a year using official IARLD template on Adobe InDesign
- Solicit news and updates for the newsletter from the academy members
- Participate in publication committee meetings
- Provide reports to the chair of the Publications Committee in advance of meetings
- Respond to all executive board business emails during the year
- Communicate with the Academy President, Publications Chair (or committee) Conference Program Chair, while planning each edition of the newsletter to be informed of past and pending Academy events and business the editor may wish to feature in the Newsletter.

Additionally, as a member of the Academy and the Executive Board, the Updates Newsletter Editor is expected to, if able:

- Attend executive board meetings at the annual conference
- Take pictures at the annual conference for use in the newsletter
- Be familiar or skilled in the use of Adobe InDesign or willing to learn in order to prepare the newsletter.

Please contact the IARLD office if interested @ iarldoffice@gmail.com

Daniela Lucangeli, Chair

According to IARLD guidelines, Professor Lucangeli and her team have established a help desk to ensure the well-being of our citizens during this difficult period. The world pandemic we have gone through over the past 2 years has undermined the balance of many aspects of our lives. To stem the emergency, we have had to face many changes, reevaluating and quickly reorganizing our beliefs, habits, and ways of interaction.

All this has led to consequences on emotions, both on the primary ones, considered biologically innate, and on the social ones, which are based on the relationships created by contacts with other people. In particular, the lack of this direct interaction and its replacement with a contact mediated by technologies has led to difficulties in the perception of all the sensations that were once felt.

This period has brought people, especially the youngest, to a condition of suffering, expressed in tiredness and being worried—all feelings related primarily to the national closure of schools and social meeting points.

Then, it emerges that all these closures and limitations affect not only the mood, but also the learning, with important negative consequences both in short and long term. Among these are difficulties in concentration, motivation, and in the ability to study—all aspects related mainly to the new modes of lessons, like DAD. This unease also affects the motivation and emotion that daily events normally provoked in us.

Unlike in the past, when it was thought that there was a clear distinction between rational decision making and emotion, as if they were two parallel and separated processes, recent studies and reflections have instead shown that the two are closely interconnected. The brain registers, at an unconscious level, the emotional reaction linked to a life experience, even prior the rational decision. This means that when faced with a future choice, past sensations experienced in similar situations emerge and guide the behavior (Damasio et al., 1996). Several studies also have demonstrated the strong connection between physiological activation for an event (emotion) and psychological processing related to emotion (feeling; Tooley et al., 2017).

Therefore, the importance of feeling and recognizing these emotions, especially for young people who are increasingly asked to make decisions, becomes clear. The invitation is to start again to recognize the small moments of joy that characterize our days. It is from this awareness that the project "SOS Gioia Cercasi" was born, with the goal of educating children as well as grown-ups in the awareness of joy in everyday life, through the invitation to a metacognitive introspection.

This is what we must work on now and we will have to continue working on it for more years, in order to get out of this feeling of emptiness and start looking for small moments of happiness in our daily lives. Professor Lucangeli and her research group in this period of global recovery continue to work on these hot topics:

- **Open debate on back-to-school attendance and the immediate visible benefits**
- **Focus constantly on the vulnerabilities of children (Neurodevelopmental Disorders, Special Educational Needs, Learning Disorders) and on how they can be helped and supported in their fragility**
- **Focus on emotions in processes of learning and cognition (Warm cognition)**
- **Study on giftedness, in a revolutionary perspective that considers not only the quantitative and psychometric aspects, such as the mere IQ, but also qualitative aspects such as the characteristics and individual differences in intelligence and deep feeling in gifted children**
- **The difficulties in socialization among adolescents**

References

- Damasio, A. R. (1996). The somatic marker hypothesis and the possible functions of the prefrontal cortex. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 351(1346), 1413-1420.
- Tooley, M. D., Carmel, D., Chapman, A., & Grimshaw, G. M. (2017). Dissociating the physiological components of unconscious emotional responses. *Neuroscience of Consciousness*, 2017(1), nix021.

TREASURER'S REPORT

Submitted by Jennifer Krawec, Spring 2022

Membership fees can be paid on the [Membership Dues](#) page on the IARLD website via Paypal. Alternately, checks payable to IARLD can be mailed to:

Jennifer Krawec
1507 Levante Ave, Suite 230-A
Coral Gables, FL 33146
USA

The annual dues structure is: \$120 for members and fellows, \$30 for student members, and \$30 for retired and emeritus members.

Between the Fall IARLD Update in October 2021 and the end of the calendar year, \$240 in membership dues were paid (in 2021, total dues paid amounted to \$7,200). As of mid-March of 2022, \$2,370 in dues have been paid. Notices of dues were sent out in January; a reminder email will be sent shortly. Thank you for your diligence in remitting your payments.

As of March, 2022, the balance in our business account is \$5,783; the President's account contains \$1,488.49. There are also two Certificates of Deposit with balances totaling \$28,396.69 currently held at Bank of America.

COMMUNICATIONS REPORT

The Communications Committee is pleased to announce that Dr. Matthias Grünke and Dr. Deborah Reed will assume co-editorship of the Academy's peer-reviewed journal, *International Journal for Research in Learning Disabilities* (IJRLD). Drs. Grünke and Reed succeed Dr. David Scanlon, under whose leadership the journal has thrived. IJRLD will continue to seek rigorous scholarship in the field of learning disabilities for its annual issue, and the co-editors are exploring ways for the journal to be more broadly indexed. To help maintain the reputation of the journal as a prestigious international resource, please consider submitting your manuscripts for review. For further information, please refer to: http://www.iarld.com/wp-content/uploads/2022/03/IJRLD-Call-for-Manuscripts_031122dkr.pdf

News From IARLD Members

KAREN WALDIE

Theunissen G, D'Souza S, Peterson ER, Walker C, Morton SMB, Waldie KE. Prenatal determinants of depressive symptoms in childhood: Evidence from Growing Up in New Zealand. *J Affect Disord*. 2022 Jan 22;302:41-49. doi: [10.1016/j.jad.2022.01.076](https://doi.org/10.1016/j.jad.2022.01.076). Epub ahead of print. PMID: 35074461.

Neumann, D., Peterson, E. R., Underwood, L., Morton, S. M. B., & **Waldie, K. E. (2021)**. The development of cognitive functioning indices in early childhood. *Cognitive Development*, 60, 101098. doi: [10.1016/j.cogdev.2021.101098](https://doi.org/10.1016/j.cogdev.2021.101098)

Cha JE, Waldie KE, Neumann D, Smith A, Walker CG. Psychometric Properties and Factor Structure of the Center for Epidemiologic Studies Depression Scale 10-item Short Form (CES-D-10) in Aotearoa New Zealand children. *Journal of Affective Disorders Reports*. 2021 Dec 16:100298.

Media:

1. I am the "science" face of an upcoming Ruckus Media documentary about Neurodiversity hosted by Sonia Grey (filmed at The University of Auckland on Monday 7 Feb);
2. I was interviewed by Denise Montgomery (**Editor**) for both [UniNews](#) and [Ingenio](#) with photoshoot.
3. **Upcoming media release (by Paul Panckhurst, FoS Media Advisor) of my latest Journal of Affective Studies on Child Depression.**

MICHAEL DUNN

Dunn, M. (2021). The challenges of struggling writers: Strategies that can help. *Education Sciences*, 11(12), 795. <https://doi.org/10.3390/educsci11120795>

ELAINE SILLIMAN

Elaine R. Silliman, Ruth H. Bahr, Robin Danzak, & Maria Brea Spahn (January 22, 2022). Leveraging strengths in the academic writing of students with LD. Paper presented virtually at the 2022 International Conference on the Science of Written Expression.

TOM WEST

West Publication in US National Library of Medicine History -- February 1, 2022

IARLD Member Thomas G. West reports that his requested section was included in a new book published in February 2022: "Personal Memories of Donald A.B. Lindberg M.D., Visual Thinker and Medical Visionary" by Thomas G. West, Washington D.C. U.S.A., in *Transforming Biomedical Informatics and Health Information Access*, Edited by B.L. Humphreys, et al. IOS Press, Amsterdam.

[An excerpt:] A major conference where Dr. Lindberg and I were on the program provided insights into the history of medical education. The 50th reunion of Markle Scholars in Academic Medicine occurred from September 17-19, 1998, in Phoenix, Arizona. Other speakers included: Gerald M. Edelman, Scripps Research Institute (Nobel Prize winner), and Howard Gardner, Harvard Graduate School of Education (MacArthur Prize winner). Markle Scholars were professors identified by their medical school deans as the best teachers in the U.S. and Canada for several decades after World War II.

In my talk, I spoke primarily about visual thinking among creative scientists and some then-recent developments in computer graphic technologies. However, I also mentioned how visual thinking and associated innovation sometimes were linked to dyslexia and other related learning differences. Remarkably, during the three-day conference, many (nearly one half of the 300 attendees and their spouses) spoke to me about their dyslexia (two surgeons from Johns Hopkins, for example) or told stories of dyslexia among their family members or their more creative and innovative coworkers.

News From IARLD Members

BELGIAN UPDATE

Annemie Desoete and her team are currently conducting studies at Ghent University and at Artevelde University of Applied Sciences. In addition, there is an association research group on typical and atypical learning where also HoGent (as university of Applied Sciences) participates. The research group in Ghent currently conducts some studies on the characteristics of learning disabilities (dyscalculia, dyslexia), opportunities and propensities, motivation, metacognition/executive functions, comprehensive reading, and spelling.

Delphine Sasanguie is head of the Research Centre for Learning in Diversity at HOGENT (university of applied sciences) that is involved in the Association Research Group on typical and atypical learning mentioned above. This research centre currently conducts studies on effective (inclusive) education. With regards to reading and mathematics in particular, we finished a research project on the use of picture books in kindergarten education. In addition, we have a project running on visualizing (by means of video observations in classrooms) some of the influencing factors of math performance in elementary school (completion of this project is foreseen in October 2022). Since March 2022, the research group is also involved in an Erasmus+ project on training prospective memory in 11-15 year old children with learning disabilities (see <https://onderzoek.hogent.be/projecten/retore-remember-to-remember/>).

Delphine is currently also cosupervising the PhD trajectory of drs. Febe Demedts (also connected to KU Leuven), who investigates the cognitive and non-cognitive outcomes of playing adaptive educational games on math performance in children.

COVID LEARNING AT HOME

The team finished a study on the impact of COVID-19 learning at home on children with and without learning disabilities.

Baten, E., Vlaeminck, F., Mués, M., Valcke, M., Desoete, A., Warreyn, P. (2022). The impact of school strategies and the home environment on home learning experiences during the COVID-19 pandemic in children with and without developmental disorders. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05383-0>

SPECIAL ISSUE

The research group was co-editor of the special issue on “typical and atypical mathematics learning, what do we learn from recent studies” in the next issue of IEJEE

For the introductory paper, see:

Oszoy, G., Doğan Temur, O., & Desoete, A. (2022). Introduction to the special issue of *International Electronic Journal of Elementary Education*.

For our study on the opportunity propensity model, see:

Desoete, A., Baten, E., & Van Driessche, E., (2022). Math learning in grade 4 and 5. What can we learn from the opportunity-propensity model? *International Electronic Journal of Elementary Education*.

CHAPTERS IN BOOKS

The Belgian group contributed with chapters in the following books

Desoete, A. (2021). What predicts the development of fact retrieval speed and calculation accuracy in children with (and without) arithmetic disabilities (AD). What can we learn from longitudinal studies? In A. Henik & W. Fias (Eds.), *Learning and education in numerical cognition: neurodevelopment and arithmetic disability. Heterogenous Contributions to Numerical Cognition*. (pp327-357) Elsevier ISBN: 9780128174142



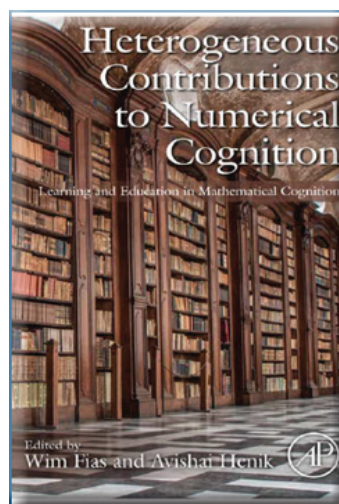
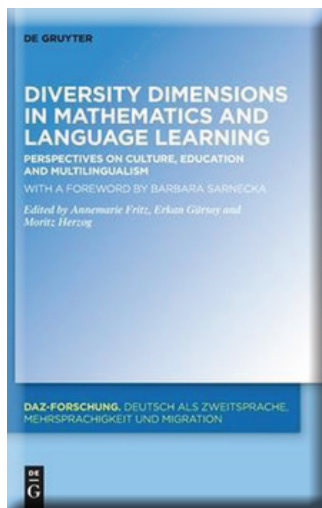
News From IARLD Members

CHAPTERS IN BOOKS cont.

Desoete, A., Ceulemans, A., Rousseau, S., & Roelants, M. (2021). The relative importance of “parental talk” as a predictor of the diversity in mathematics learning in young children. In A. Fritz, E. Guersoy, & M. Herzog (Eds.), *Diversity Dimensions in Mathematics and Language Learning*. (pp. 132-148). Berlin: DeGruyter <https://doi.org/10.1515/9783110661941-007>

Delphine contributed to the following book chapter:

Reynvoet, B., Vanbecelaere, S., Depaepe, F., & Sasanguie, D. (2021). Intervention studies in math: a meta-review. In: W. Fias, A. Henik (Eds.), *Heterogeneous Contributions to Numerical Cognition: Learning and Education in Mathematical Cognition*, Chapt. 12, (283-308). Elsevier. ISBN: 9780128174142.



SUPPORT PHD

We supported as member of the PHD jury the research on several IARLD related topics, such as

- The PHD of Marije Huijsmans ‘Explaining variation in mathematics achievement: Characteristics of children with and without mathematical learning difficulties’ on the Radboud University of the Netherlands.

See: <https://www.narcis.nl/publication/RecordID/oai%3Arepository.ubn.ru.nl%3A2066%2F233123>

- The PHD of Marije Stolte “(In)attention for creativity; Unraveling the neural and cognitive aspects of (mathematical) creativity in children” on the University of Utrecht (Netherlands)

See: <https://books.ipkampprinting.nl/thesis/557113-stolte/6/>

- The PHD of Jarise Kaskens at the Radboud University at the Netherlands “Children’s learning needs in mathematics and teacher’s use of dynamic math interviews” at the Radboud University in the Netherlands

See: <https://repository.ubn.ru.nl/handle/2066/242375>

Delphine: Cosupervising the PhD trajectory of:

- Febe Demedts at KU Leuven in Belgium. ‘The effectiveness of adaptive and non-adaptive educational games’. See <https://www.kuleuven.be/wieiswie/nl/person/00139620>

Related publications:

o Demedts, F., Depaepe, F., Sasanguie, D., Reynvoet, B. (2021). Measuring math anxiety through self-reports and physiological data. Presented at the JURE 2021, Gothenburg, Sweden (Online conference), 18 Aug 2021-20 Aug 2021.

o Demedts, F., Cornelis, J., Reynvoet, B., Sasanguie, D., & Depaepe, F. (2021). Measuring Math Anxiety through Self-Reports and Physiological Data. *Under review*.

News From IARLD Members

OTHER PUBLICATIONS

The research group participated in publications on self-injury, participation, kindergarten games etc., see below:

Baetens, I., Greene, D., Van Hove, L., Van Leeuwen, K., Wiersema, R.J., Desoete, A., & Roelants, M. (2021). Predictors and consequences of non-suicidal self-injury in relation to life, peer, and school factors. *Journal of Adolescence*, 90, 100-108. <https://doi.org/10.1016/j.adolescence.2021.06.005>

Coussens, M., Maes, J., Desoete, A., Vanderstraeten, G., Van Waelvelde, H., & Van de Velde, D. (2021). Participation according to clinicians working with young children with developmental disabilities: A long way to go. *Journal of Autism and Developmental Disorders*, <https://doi.org/10.1007/s10803-021-05374-1>

Coussens, M., Vitse, F., Desoete, A., Vanderstraeten, G., Van Waelvelde, H. & Van de Velde, D. (2021). Participation of young children with developmental disabilities: parental needs and strategies, a qualitative thematic analysis. *BMJ Open*, 11 (4), e042732 <https://doi.org/10.1136/bmjopen-2020-042732>

Desoete, A. & Praet, A. (2022). A pilot study on the effectiveness of kindergarten games to enhance mathematical skills. *Journal of Cognitive Education and Psychology* 21 (1).

Delphine was involved in the following publications on math anxiety, numerical cognition and metacognition:

Sasanguie, D., Larmuseau, C., Depaepe, F., & Jansen, B. (2021). Anxiety for Mathematics and Reading in Preadolescents are Domain-specific. *Under review*.

Reynvoet, B., Ribner, A.D., Elliot, L., Van Steenkiste, M., Sasanguie, D., & Libertus, M.E. (2021). Making Sense of the Relation between Number Sense and Math. *Journal of Numerical Cognition*, 7 (3), 308-327. <https://doi.org/10.5964/jnc.6059>

Desender, K., & Sasanguie, D. (2021). Math anxiety relates positively to metacognitive insight into mathematical decision making. *PSYCHOLOGICAL RESEARCH-PSYCHOLOGISCHE FORSCHUNG*. <https://doi.org/10.1007/s00426-021-01511-8>

Marinova, M., Sasanguie, D., & Reynvoet, B. (2021). Numerals do not need numerosities: robust evidence for distinct numerical representations for symbolic and non-symbolic numbers. *Psychological Research-Psychologische Forschung*, 85 (2), 764-776. <https://doi.org/10.1007/s00426-019-01286-z>

Marinova, M., Reynvoet, B., & Sasanguie, D. (2021). Mapping between number notations in kindergarten and the role of home numeracy. *Cognitive Development*, 57, Art.No. 101002, 1-14. <https://doi.org/10.1016/j.cogdev.2020.101002>

FUTURE PLANS

In September 2022 the European Association of Research on Learning and Instruction (EARLI) Special Interest group (SIG) Special educational Needs (15) which will be held in Ghent, Belgium (Sept 22-23, 2022) at Ghent University. The conference theme is "A village to teach a child. The influence of contextual factors on learning and development."