



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY
FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 22 (2) 2022

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**Visit the IARLD 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 December 6, 2022



Dear Colleagues,

Welcome to our last issue of the *Updates* Newsletter for 2022. It is hard to believe the year has gone by so quickly for the Academy. We had a very successful conference in Oviedo, Spain – due to the pandemic, the first one since we met in Crete in 2019. Our esteemed

colleagues, Drs. Celestino Rodriguez Perez and Maria Paloma Gonzalez Castro, from the University of Oviedo organized a very successful conference that was well attended. Please see their report and photos from the event within. I look forward to our conference October 25-27, 2023 in Gainesville, Florida, United States. The conference chair is Dr. Paige Pullen and the conference is hosted by the Lastinger Center at the University of Florida. You will receive timely updates via email, as well as our website, www.iarld.com.

This year will be a pivotal year for the Academy. The pandemic caused a stand-still for many of our lives, but also for our organization. The good news is we have started to see an increase in interest in membership in the Academy with two new members admitted in the latter half of the year; I believe you will find both of their work interesting – please look forward to our first issue of *Updates* in 2023 under the new editorship of Dr. Margaret Pierce, when our new members will be featured. I am going to ask each of you to please recommend colleagues whose work aligns with the Academy as potential new members. The Academy is a truly special organization whose size and memberships allows us to have an intimate, intellectual, and engaging conference with our colleagues across the world. I personally leave each conference with a renewed sense of connection to the field and to my scholarly work. Where else can you have a stimulating conversation with early career researchers at the same time you engage in pivotal conversations with the leading researchers in the field of learning disabilities? It is truly an enriching experience. Please keep an eye out for the next issue of the International Journal for Research in Learning Disabilities (IJRLD) for Timothy C. Papadopoulos' (University of Cyprus) Cruickshank Memorial Lecture, "New Directions in the Study of Neurodevelopmental Disorders".

The concerns for the Academy are that the position of First Vice President/President-elect remains vacant and our journal, IJRLD, has had a difficult time soliciting manuscripts. We are starting to address these issues with updating our website to a new platform to make communicating with each other seamless and professional. Regarding our vacant position of President-elect, I have tasked the By-Laws committee with examining our current timeframe for positions and proposing shorter, more manageable terms of office. Currently the Presidential chain is a commitment of 9 years – four years as president-elect, four years as president, and one year as past-president. Given that the position must be held by a fellow of the Academy, the time commitment is the main deterrent for many colleagues.

Drs. Matthias Grünke and Deborah Reed, the IJRLD editors, have asked that the membership complete a very short survey to help inform their work moving forward. Please see the publication report and IJRLD report within for details. The link for the survey is included in the IJRLD report, and also here for your convenience:

<https://www.survey3.uni-koeln.de/index.php/20?lang=en>

We have a few changes on the Board I wish to acknowledge. Dr. Annemie Desoete, the conference chair for the 2018 conference in Ghent, Belgium, has retired from her university positions and has stepped down from the executive board. We wish her all the best in her retirement. A well-known scholar in mathematics learning disabilities, learning disabilities in young children, and metacognition, her contributions to the field are important to our understanding of learning disabilities. An integral part of the executive board for many years, Dr. Desoete has contributed her service to the Academy for many years. She will be missed. Dr. Deborah Reed is the new co-editor of IJRLD – welcome! Dr. Reed was previously the *Updates* Newsletter editor. We welcome Dr. Margaret Pierce to the executive board as the new *Updates* Newsletter editor starting January 1, 2023. I also wish to thank Prof. Jennifer Waddington, the Assistant to the Office of the President of the Academy, for stepping in to edit this *Updates* Newsletter issue in the term between Dr. Reed's resignation to assume the co-editorship of IJRLD, and Dr. Pierce's term of office.

In closing, I wish you all a healthy New Year full of peace, joy, and productivity!

Sincerest regards,

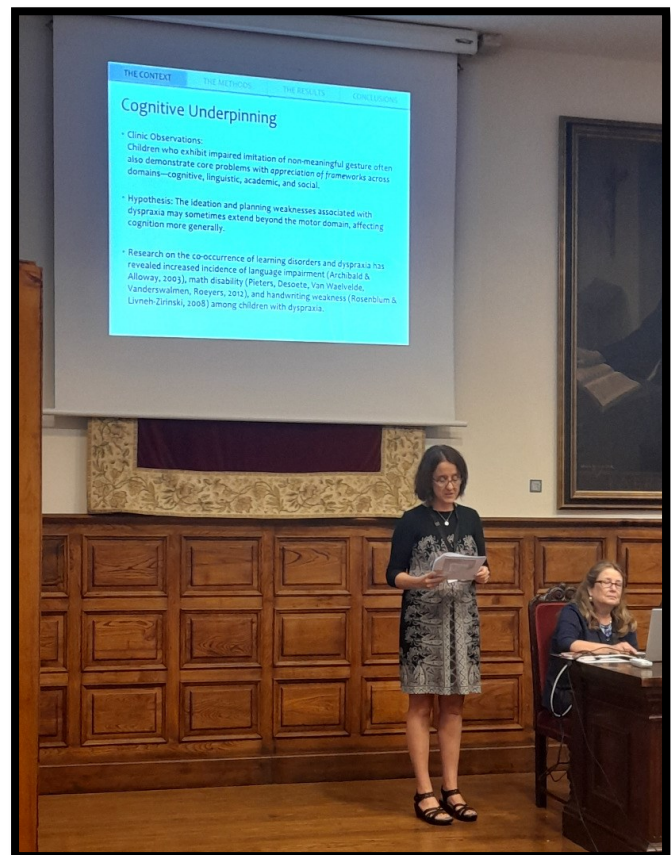
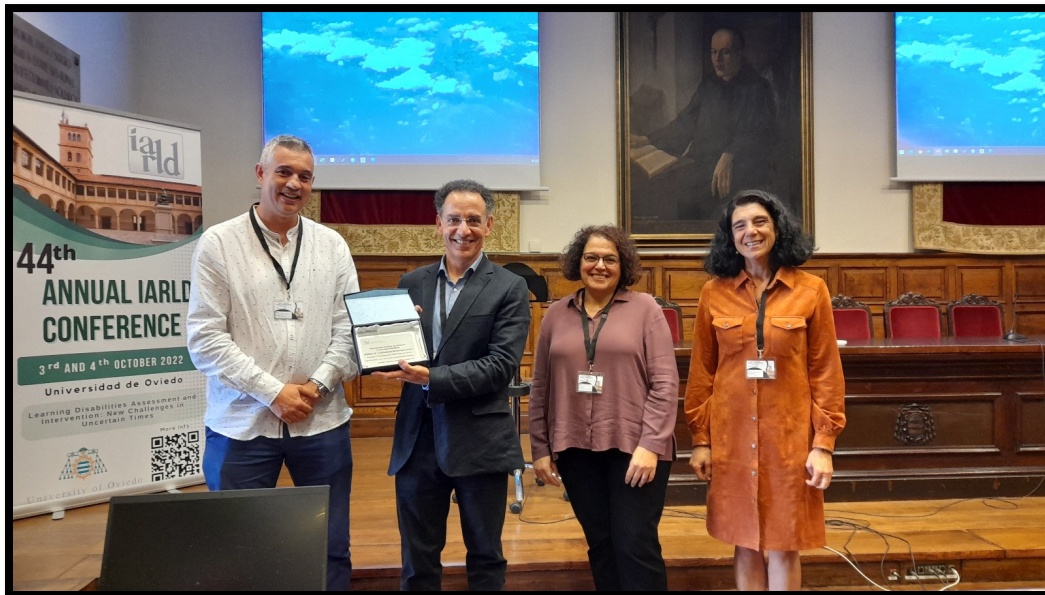
Annmarie

44th Annual IARLD Conference

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

October 3-5, 2022

University of Oviedo (Asturias), Spain

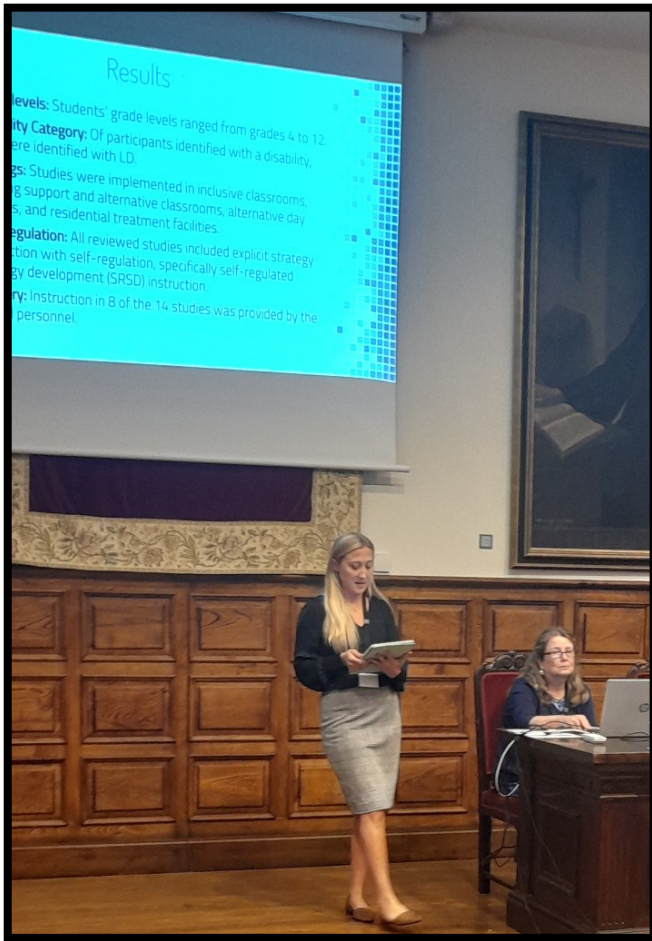


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International Academy for Research in Learning Disabilities
45th Annual IARLD Conference Learning Disabilities

Save the Date!

Conference Activities: **October 25-26, 2023**
Post-Conference Activities: **October 27, 2023**



Hosted by the UF Lastinger Center
at the University of Florida
Hilton and Conference Center
Gainesville, Florida, USA

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*



Manuscript Submissions

The co-editors of IJRLD are working on the next issue and are soliciting submissions. Please consider submitting your manuscripts to our flagship journal and encourage your colleagues to do the same.

More information can be found on our website:

http://www.iarld.com/wp-content/uploads/2022/03/IJRLD-Call-for-Manuscripts_031122dkr.pdf.

Submissions can be sent directly to IJRLDeditors@gmail.com.

CONFERENCE REPORT

44TH Annual Conference International Academy for Research in Learning Disabilities (IARLD)

*Dr. Celestino Rodriguez Perez and Dr. Maria Paloma Gonzalez Castro
University of Oviedo*

Food and refreshment (2 days) = **4830 euros**

- Banquet dinner = **1295,01 euros**
- Conference day 2 Coffee refreshments for mid-morning break, cheese session and lunch in the University building= **2475 euros**
- Conference day 1 lunch Gran Taberna=**1060 euros**

Gifts awards and keynote: **66,45 Euros**

Rooms and Spaces: **3000 euros (cover by University of Oviedo)**

Reprography (posters, printing, roll up copies): **560,96 Euros**

Bags participants: **300 euros**

Gift Participants: **489,49 euros**

Flight and accommodation Keynote= $770+269,97=$ **1039,97 euros**

Welcome music= **150 Euros**

Tourist Visit guide city: **137,80 euros**

Administrative expenses/technical stuff (panels, computer, sound, etc)= **2300 euros**

Total= **9.874,68 euros**

Collected in registration fees and fees for the conference dinner:

Please see full treasurer's report to be sent with dues notices in January 2023

Note: The conference showed a small profit that will be used to offset the cost of awards for the Marjorie Montegue Dissertation Award winner plaques, membership fees, and conference fees.

MEMBER AND ASSOCIATE MEMBER REPORT

Anya Evmenova, Chair

The Members and Associate Members' Committee is comprised of Dr. Anya Evmenova (Chair), George Mason University; Dr. Kevin Chung, the Hong Kong Institute of Education; Dr. Irene Mammarella, University of Padova, Italy; and Dr. Michael Dunn, Washington State University Vancouver

Between March and October 2022, the committee has accepted one new **Member**:

Dr. Ayse Yakut, Ibn Haldun University, Turkey – accepted September 2022 (nominated by David Scanlon).

The committee has also accepted one new **Associate Member**:

Mr. Kenneth Campbell, Great Leaps, Gainesville, FL USA – accepted August 2022 (nominated by Annmarie Urso).

STUDENT MEMBER REPORT

Henry Reiff, Chair

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

Regrettably, we have not received any applications for student membership in the past year. As much as life is closer to normal than it was in 2020, the covid pandemic continues to impact our lives. This past fall anger over masking, continued debate over online versus in-person learning, and continuing outbreaks of new variants ensured that 2021-2022 was not business as usual.

Nonetheless, we have attracted only two applicants since 2019, both of whom, as with all student members, have been highly qualified without exception. The challenge for our current members is to identify and nominate strong candidates. If you are working with a strong doctoral candidate, please nominate. Think about reaching out to colleagues from within and without your institution who may know qualified candidates. Our student members new perspectives and theoretical orientations to the Academy. They are the ones who will carry IARLD forward in the coming years.

PUBLICATIONS REPORT

The editorship of IJRLD transferred from David Scanlon to Matthias Grünke and Deborah Reed in spring 2022, and the journal's editorial board subsequently was updated. There currently are 25 board members from 12 nations.

Volume 5, Issue 2, was completed and distributed prior to the transfer, with a record 6 peer-reviewed manuscripts published. Nevertheless, submissions to the journal remain low. Support is needed from the IARLD community to increase interest among authors.

The IJRLD editors have asked that the membership complete a very short survey to help inform their work moving forward:

<https://www.survey3.uni-koeln.de/index.php/20?lang=en>

AWARDS REPORT



At the 44th Annual IARLD Conference in Oviedo, **Ms. Gaia Spicciarelli** was presented with the Janette Klingner IARLD Conference Poster Award. Her poster was entitled "How noise affects cognitive performances of children with additional learning needs: A preliminary study".

DANIELA LUCANGELI

Daniela Lucangeli and her team are currently conducting studies at the University of Padua, about school practices and learning in which Mind4Children-Spin-Off dell'Università di Padova and Polo Apprendimento also participate. The research group tries to activate intervention projects in the school environment in order to: sensitise teachers in recognition and intervention, structure targeted empowerment paths, support students' emotional difficulties. That purpose, the group carried out interesting research on the state of well-being of Italian teachers following the post Lockdown return.

Porru, A., Dicataldo, R., Leo, I., Roch, M., & Lucangeli, D. (2022). Back to School: Italian Teachers' Perceptions of the Impact of COVID-19 on Personal and Social Well-Being and Teaching Methods. *International Journal of Environmental Research and Public Health*, 19(18), 11652.

KAREN WALDIE

Corkin, M. T., Peterson, E. R., Henderson, A. M. E., Waldie, K. E., Reese, E., & Morton, S. M. B. (2022). Examining the association between mothers' life logistics and screen time of children aged 4 – 5 years old. *The Social Science Journal*, 1-19. doi:[10.1080/03623319.2022.2081441](https://doi.org/10.1080/03623319.2022.2081441)

Zheng, Y., Kirk, I., Chen, T., O'Hagan, M., & Waldie, K. E. (2022). Task-Modulated Oscillation Differences in Auditory and Spoken Chinese-English Bilingual Processing: An Electroencephalography Study.. *Frontiers in psychology*, 13, 823700. doi:[10.3389/fpsyg.2022.823700](https://doi.org/10.3389/fpsyg.2022.823700)

Morton, S. M. B., Napier, C., Morar, M., Waldie, K., Peterson, E., Carr, P. A., . . . Cha, J. (2022). Mind the gap – unequal from the start: evidence from the early years of the Growing Up in New Zealand longitudinal study. *Journal of the Royal Society of New Zealand*, 52(3), 216-236. doi:[10.1080/03036758.2022.2058026](https://doi.org/10.1080/03036758.2022.2058026)

Theunissen, G., D'Souza, S., Peterson, E. R., Walker, C., Morton, S. M. B., & Waldie, K. E. (2022). Prenatal determinants of depressive symptoms in childhood: Evidence from Growing Up in New Zealand.. *Journal of affective disorders*, 302, 41-49. doi:[10.1016/j.jad.2022.01.076](https://doi.org/10.1016/j.jad.2022.01.076)

MICHAEL DUNN

Dunn, M., Albagshi, A., & Aldawsari, F. (2022). Investigating writing instruction practices for students with Deafness and Hearing Loss. *Language and Literacy*, 24(2), 153–173. <https://doi.org/10.20360/langandlit29528>

CAROLINE FITZPATRICK

Fitzpatrick, C., Harvey, E., Cristini, E., Laurent, A., Lemelin, J-P., Garon-Carrier, G. (2022). Is the association between early childhood screen media use and effortful control bidirectional? A prospective study during the COVID-19 pandemic. *Frontier in Psychology*. doi: 10.3389/fpsyg.2022.918834

Fitzpatrick, C., Almeida, M.L., Harvey, E., Garon-Carrier, G., Berrigan., F., & Asbridge, M. (2022). An examination of bedtime media and excessive screen time by Canadian preschoolers during the COVID-19 pandemic. *BMC Pediatrics*. doi.org/10.1186/s12887-022-03280-8.

Garon-Carrier, G., Ansari, A., Letarte, M. J., & **Fitzpatrick, C.** (2022). Early childcare enrollment and the pursuit of higher education: A Canadian longitudinal study. *Learning and Instruction*, 80, 101615

Tiraboschi, G. A., West, G. L., Boers, E., Bohbot, V. D., & **Fitzpatrick, C.** (2022). Associations between video game engagement and ADHD symptoms in early adolescence. *Journal of Attention Disorders*, 1-10. doi.org/10.1177/10870547211073473

Needed: Community discussions on orthographic and cognitive load impacts

Susan A Galletly & Bruce Allen Knight

The impacts of English orthographic complexity, and the high cognitive load it creates across learning to read and write Standard English due to Anglophone children commencing instruction when quite young (4.5-5yrs), with relatively underdeveloped cognitive processing skills, have been dominant themes in the work of IARLD Member, Susan Galletly, and IARLD Fellow, Emeritus Prof Bruce Knight, of Central Queensland University, Australia.

In the spirit of David Share's (2008) *On the Anglocentricities of current reading research and practice: The perils of overreliance on an 'outlier' orthography*, their publications of recent years have a strong focus on encouraging researchers, educators, and education systems to reflect on and explore the impacts of the severe orthographic disadvantage that Anglophone nations struggle with.

As part of this, they've developed theories and models as tools for reflection. With both having a teaching background, and Susan also being a speech language pathologist working extensively with children with literacy learning difficulties and their families, their work as researchers and academics includes strong practical emphases.

While their 2019 article, *Orthographic Advantage Theory: National advantage and disadvantage due to orthographic differences*, with its model of Orthographic Advantage and Disadvantage, is perhaps their flagship article, their earlier work builds the field. Their recent 2020 article, *The Literacy Component Model: A pragmatic universal paradigm*, and its flexible model for use by educators and researchers, also encourages thinking on crosslinguistic differences, and the cognitive-processing skills used for managing cognitive load and learning.

Bruce and Susan began publishing on this area with their 2004 article, *The high cost of orthographic disadvantage, which emphasises (p.8),*

Orthographic advantage is experienced by individuals, families, schools and nations reading transparent-orthographies in the many academic, social-emotional and economic ramifications of easy access to literacy. Orthographic disadvantage is experienced by English-reading individuals, families, schools and nations, in the many ramifications of difficult access to literacy, and high rates of reading failure.

The value of considering child and teacher workload and wide differences in school hours needed in literacy learning is highlighted in their Transition from Early to Sophisticated Literacy (TESL) model, explored in their 2011 article, *Transition from Early to Sophisticated Literacy (TESL) as a factor in cross-national achievement differences*.

Needs to consider crosslinguistic differences when drawing conclusions from research conducted in diverse nations, are emphasised in their 2013 article, *Because trucks aren't bicycles: Orthographic complexity as a disregarded variable in reading research*.

A model exploring the additional disadvantage experienced by Anglophone children who start school with language-skills weakness and other risk factors is the focus of their 2011 article, *Differential disadvantage of Anglophone weak readers due to English orthographic complexity and cognitive processing weakness*. It emphasises the negative impacts that vulnerable learners experience from the high cognitive load of learning to read English, and word-reading development's role as a gateway skill separating those who succeed in literacy from those who do not.

Bruce and Susan's more recent work provides a rationale encouraging governments and educators to consider the research on regular orthographies, and the negative impacts Anglophone children, schools and education experience due to orthographic disadvantage.

Their 2017 article, *Effective literacy instruction for all students: A time for change*, explores Anglophone nations' needs to consider orthographic disadvantage and its practical school impacts of time pressure and high child and teacher workload. The article uses the context of the Australian Education Act and UN Agreements that establish children's rights to an effective education, to establish needs to consider both practical and ethical implications of so many Australian and Anglophone children having severe word-reading and spelling difficulties, and associated literacy and learning difficulties, given that word-reading and spelling development is so much easier in the world's many regular-orthography nations, with proportions of children with word-reading and spelling difficulties far lower, difficulties far more minor, and response to intervention notably impressive (e.g., Lyytinen, 2021).

Bruce and Susan's 2017 book chapter, *Managing cognitive load as the key to literacy development: Research directions suggested by crosslinguistic research and research on Initial Teaching Alphabet (i.t.a.)*, explores the challenges of achieving effective word-reading development in at-risk and struggling Standard English readers, along with pertinent research on difficulties achieving effective Standard English remediation using current practices, the ease and efficiency of literacy development and remediation in regular-orthography nations, and how the extensive 1960s research of schools' use of the Initial Teaching Alphabet (ITA) prior to Standard English showed ITA to have strong effectiveness in achieving its primary goals of easing, speeding and empowering early literacy development, and greatly reducing the number of children who became struggling readers and writers.

A 4-year research project with teachers across one Queensland region, combining exploring research with exploring teachers' practical theories and experiences, produced their 2017 report, *Principles of reading instruction towards optimising reading instruction for at-risk readers in Prep to Year 3*. Using as its bases the Literacy Component Model, Orthographic Advantage Theory, and John Sweller's Cognitive Load Theory (e.g., CESE, 2017, www.cese.nsw.gov.au), the report discusses issues in achieving effective literacy instruction for at-risk readers, and lists principles of instruction towards effectively building needed word-reading, language and reading-comprehension skills. A following 2020 article, *Bridging the gap between reading theory and teacher practice*, details that 2013-2017 project and its findings.

Needs to consider aspects of cognitive processing, including executive function, statistical learning, and self-teaching skills, given that Anglophone children's young age when learning to read and write means many lack mature skills in these areas, is then a key focus of Bruce and Susan's large 2020 book chapter, *Practical school-level implications of cognitive processing and cognitive load*.

Towards generating wider education-community discussion of key issues currently impeding optimising of word-reading and writing development, and the potential of strategic changes to improve the effectiveness of Anglophone literacy development, Susan is also writing her *Aussie Reading Woes* trilogy of books:

- Book 1: *Bunyips in the Classroom: The 10 Changes*.
- Book 2: *The Research Tours: The Impacts of Orthographic Disadvantage*.
- Book 3: *The 10 Changes: The Nitty Gritty*.

With a strong emphasis on Australian education, but considerable applicability to all Anglophone nations, the trilogy emphasises ten key changes worthy of consideration by educators, researchers, governments and education systems in Anglophone nations:

CHANGE 1. Understand how orthographies matter: English spelling is dragging us down.

CHANGE 2. Own our struggling reader woes: End hypocrisy and pretence.

CHANGE 3. Weigh workload: Our children and teachers are working far too hard.

CHANGE 4. One-size education does not fit all: Teach to the decidedly different instructional needs of upper-third and lower-third readers.

CHANGE 5. End our data deficiency: Build strong knowledge on word-reading levels.

CHANGE 6. Enrich every child: Ensure effective, supportive, tailored education.

CHANGE 7. Insist on easier early-literacy development: Reach regular-orthography nations' achievement levels.

CHANGE 8. Investigate the potential of fully-regular beginners' orthographies: Research shows they're key.

CHANGE 9. First, play to learn: Start Standard English word-reading instruction from mid-Year 2.

CHANGE 10. Build needed research knowledge as quickly as possible: Use collaborative school-based research.

The changes are not shoulds and musts, but rather points for reflection and discussion. Whilst most are familiar themes, some may initially be found surprising.

The changes encourage thinking on the challenges confronting Anglophone nations, as do the 2035 goal Susan sets, and the thesis statement the books build from.

Holding off formal word-reading instruction to mid-Year 2 would not mean that no children would learn to read prior to that time: akin to how over half of Finnish children can already read when formal word-reading and writing instruction commences in Grade 1, it's likely quite a few Anglophone advanced learners would move into reading and writing as part of learning enrichment prior to formal instruction. Importantly, a later start would empower schools with 2.5 years of strategic language and learning enrichment, including tailored skills-building in at-risk learners, readying children for formal instruction from mid-Year 2.

The changes also encourage thinking on how use of a fully-regular orthography prior to reading and writing Standard English inexpensively removes many of the challenges Anglophone nations wrestle with, including activation of many risk factors that remain dormant in regular-orthography nations.

Nations with far more complex orthographies, Taiwan, Japan and China, no longer struggle with the challenges of Anglophone nations, having moved in the middle of last century to nation-wide school use of a fully-regular beginners' orthography, which expedites early-literacy development then empowers transitioning to reading and writing the nation's complex orthography, a highly efficient and inexpensive, yet strikingly transformative educational change. Perhaps, in similar vein to how Anglophone nations first teach children to print, and hold off teaching cursive script (running writing), until children are confidently expressing their thoughts in writing, there may be value in education systems considering exploring the use of beginners' orthographies for earliest literacy.

Book 1, *Bunyips in the Classroom: The 10 Changes*, available from usual online booksellers, was released in October 2022, with its launch hosted by Central Queensland University at its Ooralea campus in Mackay. Bunyips is a relatively light read, written for the interested general public, teachers and educators, in addition to academics. Book 2, *The Research Tours: The Impacts of Orthographic Disadvantage*, which explores and discusses research on relevant areas and associated impacts, is planned for release in May 2023, while Book 3, *The 10 Changes: the Nitty-Gritty* is intended to be launched in late 2023 or early 2024.

IARLD is an impressive academy, established last century by William Cruickshank and Jacob Valk, for the purpose of providing 'a forum for the exchange of information and the advancement of knowledge regarding learning disabilities'.

The research knowledge base showing Anglophone nations to be appreciably disadvantaged relative to regular-orthography nations continues to grow. There seems value in IARLD members' engaging in, and promoting education-community discussions of orthographic impacts, and potential ways forward to easing and optimising Anglophone literacy development in Anglophone nations.

In turn, we can look forward to a strong season of crosslinguistic research comparing Anglophone children with regular-orthography children, both European sole-regular-orthography children and Asian dual-orthography children who enter literacy via a fully-regular orthography. Much will be learned from exploration of the many and varied aspects of literacy development impacted by orthographic complexity and the cognitive load it adds to literacy tasks. Research is needed deepening current emphases and investigating areas not yet overly explored in crosslinguistic studies, including, for example, written expression and its language aspects; motivation, success inoculation and acquired helplessness impacts; and statistical learning, executive function and self-teaching skills;

There is much to be gained through wide discussion and thinking on and exploring orthographic impacts – a journey to a brighter, more satisfying future for literacy, education, and literacy learners of many nations.

[Final-draft versions of all research publications discussed above are available on ResearchGate, and a 2-page Key Concepts sheet, summarising key aspects of the *Aussie Reading Woes trilogy* and Book 1, *Bunyips in the Classroom: The 10 Changes*, is available from the books' website www.susangalletty.com.au.]

Centre for Education Statistics and Evaluation. (2017). *Cognitive load theory: Research that teachers really need to understand*. NSW Government. www.cese.nsw.gov.au.

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Galletly, S. A., & Knight, B. A. (2011a). Differential disadvantage of Anglophone weak readers due to English orthographic complexity and cognitive processing weakness. *Australasian Journal of Special Education*, 35(1), 72-96.

Galletly, S. A., & Knight, B. A. (2011c). Transition from Early to Sophisticated Literacy (TESL) as a factor in cross-national achievement differences. *Australian Educational Researcher*, 38, 329-354.

Galletly, S. A., & Knight, B. A. (2013). Because trucks aren't bicycles: Orthographic complexity as a disregarded variable in reading research. *Australian Educational Researcher*, 40(2), 173-194.

Knight, B. A., & Galletly, S. A. (2017). Effective literacy instruction for all students: A time for change. *International Journal of Innovation, Creativity and Change*, 3(1), 65-86.

Knight, B. A., & Galletly, S. A. (2020). Practical school-level implications of cognitive processing and cognitive load. In A. M. Columbus (Ed.), *Advances in psychology research (Vol. 140, pp. 1-90)*. Nova Science Publishers.

Knight, B. A., Galletly, S. A., & Aprile, K. T. (2021). The Literacy Component Model: A pragmatic universal paradigm. *International Journal of Innovation, Creativity and Change*, 15(7).

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

Knight, B. A., Galletly, S. A., & Gargett, P. S. (2017b). *Principles of reading instruction towards optimising reading instruction for at-risk readers in Prep to Year 3: Principles developed through teacher reflection on research and practice in the ARC project 'Bridging the Gap for At-Risk Readers: Reading Theory into Classroom Practice'*. Central Queensland University.

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IAIARD Fellow, Emeritus Prof Bruce Knight and Campus Co-ordinator, Leanne Williams (left), congratulate IAIARD Member, Dr Susan Galletly (centre), at the book launch of *Bunyips in the Classroom: The 10 Changes*, hosted by Central Queensland University at its Ooralea, Mackay campus on 19 Oct 2022.