



International Academy for  
Research in Learning Disabilities

A newsletter of the  
INTERNATIONAL  
ACADEMY FOR RESEARCH  
IN LEARNING DISABILITIES

November 2023  
Issue No. 23 (2)

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## IARLD UPDATES



### A Message from the President: Annmarie Urso

Dear Fellows and Members of the Academy,

I hope this *Updates Newsletter* finds you well, and for our members whose countries are in conflict and war, I send my heartfelt wishes for your safety and a peaceful resolution.

The Academy had a wonderful conference at the University of Florida in Gainesville October 27-29<sup>th</sup>. It was wonderful to see so many of our members there who traveled from near and far. Thank you to Dr. Paige Pullen and her team for the stimulating and well-organized conference. I also wish to thank Dr. Dan Hallahan, a founding member of the Academy, for the opportunity for a fireside chat. Thanks also to Dr. Dimitris Anastasiou and Dr. Kathrin Maki for their lectures. Highlights of both of these can be found within the newsletter.

We have current openings for the following positions:

- First Vice-President/President-elect
- Treasurer
- By-Laws Chair
- Conference Committee Chair
- Member-at-large

A description of these positions can be found within. Please consider nominating yourself, or reaching out to colleagues who you believe would be a good fit for the position and see

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Visit the IARLD Website  
at:  
[www.IARLD.com](http://www.IARLD.com)

(President's Message continued)

if they are interested. All inquiries can be directed to the Office of the President at:  
[iarldoffice@gmail.com](mailto:iarldoffice@gmail.com)

As the year ends, I, along with the executive board, must impress on the Academy membership the need for active involvement to keep our organization vibrant, engaged, and viable. We invite you to take part where you can. Engagement can look differently for all of us - for some it may be stepping up to take an office or lead an initiative, for others it is submitting work to IJRLD - which is now indexed in SCOPUS, and collaborating with our Academy colleagues, and for others it is reading IJRLD and the *Updates Newsletter* to stay abreast of the Academy Activities. My best advice to our early career members is to value the impact of international service and involvement. It has the greatest potential to open avenues for collaboration and opportunities to participate on the international level. This service is valued as early career professionals move to mid-career advancement. For our more seasoned and mid-career members, please consider a vacancy on the executive board. Your active involvement is key to our vitality.

If you have any suggestions for the Academy, please send the office an email.

Please be on the lookout for your annual dues notice. If your status as changed and you have retired, please let us know as your dues will be significantly reduced.

Wishing everyone a healthy, happy, safe, and prosperous New Year!

Sincerely,  
Annmarie

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“The annual meeting of the International Academy for Research on Learning Disabilities was not just a conference, but a confluence of minds, where rich dialogues flowed, excellence in presentations was the norm, and the outstanding conference atmosphere turned every moment into an opportunity for growth and collaboration.”

Paige Pullen, IARLD Conference Chair,  
Chief Academic Officer and Literacy Principal  
at the University of Florida Lastinger Center for Learning.

For more on the 45<sup>th</sup> Annual IARLD Conference, see page 4-9.

# SAVE THE DATE

**46<sup>th</sup> Annual IARLD Conference**

**July 3-4, 2024**

July 5 Post-Conference Activities

The 2024 Conference will be held at the  
Jan Kochanowski University of Kielce,  
**Kielce, Poland**



## IMPORTANT DATES:

Proposal Deadline: January 15, 2024

Notification of Acceptance: February 15, 2024

Early Bird Deadline: March 15, 2024

Registration Deadline: April 15, 2024

Conference Chair: Dr. Monika Lodej

Conference Coordinator: Dr. Sylwester Lodej

## IARLD Officers

### President

Annmarie Urso  
[urso@geneseo.edu](mailto:urso@geneseo.edu)

### President-Elect

TBD

### Treasurer

Jennifer Krawec  
[krawec@miami.edu](mailto:krawec@miami.edu)

### Secretary

Angeliki Mouzaki  
[angeliki.mouzaki@gmail.com](mailto:angeliki.mouzaki@gmail.com)

### Vice President for Fellows

Michal Al-Yagon  
[alyagon@tauex.tau.ac.il](mailto:alyagon@tauex.tau.ac.il)

### Vice President for Members and Associate Members

Anya Evmenova  
[aevmenov@gmu.edu](mailto:aevmenov@gmu.edu)

### Vice President for Students

Henry Reiff  
[hreiff@mcdaniel.edu](mailto:hreiff@mcdaniel.edu)

### Vice President for International Development

Daniela Lucangeli  
[daniela.lucangeli@unipd.it](mailto:daniela.lucangeli@unipd.it)

### Chair of Conference Programs, Chair of the Conference By-Laws and Constitution Committee

Linda Mason  
[lhason12@gmail.com](mailto:lhason12@gmail.com)

# 45<sup>th</sup> Annual IARLD Conference

October 25-27, 2023

Hosted by the UF Lastinger Center for Learning  
Gainesville, Florida



The 45<sup>th</sup> annual IARLD conference was held at the Hilton University of Florida Conference Center, coordinated by Conference Chair Paige Pullen and supported by Ryan Perez and colleagues at the University of Florida Lastinger Center for Learning.



Conference attendees came from 10 different countries, including Finland, Poland, Taiwan, Australia, Spain, Germany, and the United States.



Congratulations to Lena Wuntke on receiving the Janette Klinger IARLD Conference Poster Award for her poster titled: *Promoting the Emotional and Social Development of Children by Expanding Specific Teacher Competencies - Evaluation of a Professional Development Measure with Elementary School Teachers and their Students.*

## IARLD Officers Continued

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### Academy Historian

Michael Dunn  
[dunmi@wsu.edu](mailto:dunmi@wsu.edu)

### Member At-Large

Karen Waldie  
[k.waldie@auckland.ac.nz](mailto:k.waldie@auckland.ac.nz)

### Member At-Large

David Scanlon  
[scanloda@bc.edu](mailto:scanloda@bc.edu)

### Member At-Large

Li-Yu Hung  
[t14010@cc.ntnu.edu.tw](mailto:t14010@cc.ntnu.edu.tw)

### Co-Editor of the *International Journal for Research in Learning Disabilities*, Chair of the Publications Committee

Matthias Grünke  
[matthias.gruenke@uni-koeln.de](mailto:matthias.gruenke@uni-koeln.de)

### Co-Editor of the *International Journal for Research in Learning Disabilities*

Vincent Joseph Connelly  
[vincent.connelly@unh.edu](mailto:vincent.connelly@unh.edu)

### Editor, IARLD Updates

Margaret Pierce  
[mpierce@stonehill.edu](mailto:mpierce@stonehill.edu)

## 45<sup>th</sup> Annual Conference Symposia



The Roles of Orthographic Impacts in Optimising Literacy Acquisition from First Steps to Full Literacy in Typical and Atypical Learners  
Heikki Lyytinen, Chunghui Hsuan, &  
Susan Galletly  
Discussant: Annmarie Urso

Pushing the Envelope:  
Evolution in Fluency Research and Practice  
Deborah Reed, Paige Pullen, & Stephanie Snidarich  
Discussant: Kathrin Maki



Multiple Contexts for Teacher Education  
Allison Nannemann, Celestino Rodriguez Perez,  
& Haerin Park  
Discussant: David Scanlon



Fostering Literacy for Students with Learning and Behavioral Difficulties  
Mack D. Burke, Vincent Connelly, & Ellen Duchaine  
Discussant: Mattias Grunke



Changing Post Secondary Requirements  
David Scanlon & Joe Madaus  
Discussant: Celestino Rodriguez Perez

## Cruikshank Lecture

### **Dimitris Anastasiou, Ph.D.**

Southern Illinois University Carbondale

## “Exploring the Telos of Research, Service Delivery System, and Instruction in Learning Disabilities”



Dr. Anastasiou is an Associate Professor in the Department of Educational Psychology & Special Education at SIUC. He holds B.S. degrees in psychology, sociology, and elementary education, M.Sc. in special education and school psychology, and a Ph.D. in school psychology. His publications and scholarly interests include philosophical approaches to disability, disability rights, educational and disability policy, comparative special education, cultural issues with implications for educational policy, learning disabilities, dyslexia, and educational interventions in reading and writing.

In this year’s Cruikshank Lecture, Dr. Anastasiou explored the telos - the common purpose - of three functions of special education: research, systems, and specialized instruction for individuals with learning disabilities. These form the pillars on which education of children with disabilities should be based. Dr. Anastasiou explained the challenges faced by each of these functions. He then argued that the generation of truth/knowledge, the attainment of equality of opportunity for all through service delivery systems, and the optimization of learning via individualized instruction have a common purpose of ensuring social justice for individuals with learning disabilities, with implications for policy. These include prioritizing the identification of evidence-based practices and the design of teacher preparation focused on evidence-based and promising practices. In his closing remarks, Dr. Anastasiou challenged his audience to consider the timeliness of a practitioner-research model for special education teacher preparation.



Conference Speaker

**Kathrin Maki, Ph.D.**

University of Florida

“Issues and Meaningful Practices  
in Specific Learning Disabilities Identification:  
The Importance of Considering Instructional Response”



In her talk, Dr. Maki discussed issues underlying the identification of specific learning disabilities. While the presence of “unexpected underachievement” has historically been the hallmark of a learning disability, Response to Intervention (RTI) reconceptualizes the unexpectedness. Within an RTI framework, a child’s academic achievement is expected to be commensurate with their peers’. Unexpected lower rates of achievement associated with LD are thus presumed to be a result of the classic deficit in a basic psychological process.

According to Dr. Maki, the identification of SLD is plagued by a number of measurement issues. Because academic achievement and intelligence are continuous constructs, there is no clear demarcation marking the presence or absence of LD. Decision making is undermined by restricted ranges, regression to the mean, and measurement error (particularly around arbitrary cut points).

In her talk, Dr. Maki reported on the results from a series of vignette studies exploring the diagnostic decision making of school psychologists. These studies examined three different methods of identifying SLD: severe discrepancy, RTI, and a pattern of strengths and weaknesses. Results suggested that school psychologists were less than optimally consistent in identifying children with learning disabilities. Dr. Maki challenged the audience to think critically about these problems involving the identification of children with LD.

Dr. Maki also discussed the critical role of intervention match in the reliability and validity of RTI. She argued that students cannot be expected to demonstrate progress if the intervention does not match their learning profile. Correctly matched interventions target both the specific deficits exhibited by the child and the stage of learning within a learning hierarchy. A failure to match the intervention appropriately could lead to misidentification of SLD using RTI data.

## Fireside Chat with

### **Daniel P. Hallahan, Ph.D.**

Professor Emeritus from the University of Virginia

Conference attendees had an opportunity to submit questions for a fireside chat with Dr. Dan Hallahan, former advisee of William Cruickshank. Dr. Hallahan shared stories of his training with Dr. Cruickshank and his collaboration with Dr. Cecil Mercer. He also shared his vision for the future of the field of learning disabilities.



Dr. Paige Pullen poses questions to Dr. Dan Hallahan.

President Annmarie Urso and Dr. Pullen present Dr. Hallahan with a gift.

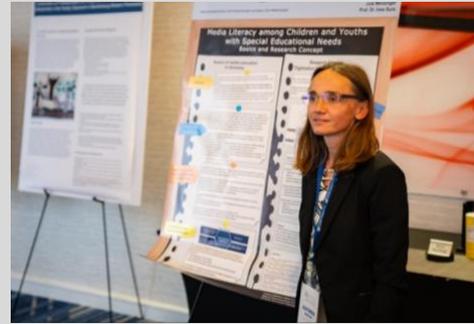


## 45<sup>th</sup> Annual Conference Poster Session



Lena Wuntke's poster on a professional development measure designed to promote emotional and social development of children won the **Janette Klingner IARLD Conference Poster Award**, with Monika Lodej.

Kathrin Mahlau stands ready to share her research on media literacy among children and youths with special needs.



Karen Waldi and Mack Burke discuss Waldi's poster summarizing fMRI research on improved prefrontal cortex activation during fidgeting among individuals with ADHD.

Amy Scheuermann and Cassandra Smith pose with their poster on preservice lesson plans using visual representations.



Ellen Duchaine and Margaret Pierce discuss Pierce's research on formative assessment of writing for children with learning difficulties.

# Committee Reports

## Treasurer's Report

Jennifer Krawec

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  
4465 SW 13 Terrace  
Miami FL 33134  
USA

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

Between June and November 2023, \$570 in membership dues were paid (in 2023 thus far, total dues paid amounted to \$6,480). Notices of dues were sent out in January and a reminder email was sent in April. If you received a dues notice in error, please disregard. Thank you for your diligence in remitting your 2023 payments. Please look for the notice of 2024 dues, which will be sent out at the beginning of the new year - your prompt response is appreciated!

As of November 2023, the balance in our business account is \$1,079.68; the President's account contains \$1,727.84. Funds from two Certificates of Deposit totaling \$27,712.73 are currently held in a separate account at Bank of America.

## Conference Committee Report

Chair: Monika Lodej

We are delighted to inform you about the latest developments regarding the upcoming 46<sup>th</sup> IARLD Conference which will be held at Jan Kochanowski University in Kielce, Poland on July 3-4, 2024.

### *Venue Announcement:*

The conference will convene in the prestigious Aula Magna within the main Rectorate building. The Aula Magna can accommodate up to 100 participants, ensuring a comfortable and conducive environment for our discussions and activities. Furthermore, we have arranged for an adjacent space that will serve as the venue for both our lunch and coffee breaks, as well as the poster sessions.

### *Important Dates:*

See the Save the Date announcement on page 3.

### *Conference Coordination:*

We are pleased to announce that Dr. Sylwester Lodej will be coordinating the conference. The organizing committee is diligently working to make the event successful.

### *Contact Information:*

For any inquiries or further communication, please feel free to reach out to us at [iarld.2024@gmail.com](mailto:iarld.2024@gmail.com).

We will continue to provide timely updates as we progress in our preparations. Your participation is what will make this conference truly exceptional, and we look forward to receiving your submissions and seeing you in Kielce in July 2024.

## Members and Associate Members Report

Chair: Anya Evmenova

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 June 2023 and October 2023, the committee has admitted two new *members*:

- Rebecca Louick, Eastern Michigan University, USA - accepted July 2023 (nominated by David Scanlon)
- Bo Zhang, Harvard Medical School, USA - accepted October 2023 (nominated by Georgios Sideridis)

The committee has accepted no new *associate members*.

## IJRLD Editors Report

Editors: Matthias Grünke and Vincent Connelly

The International Journal for Research in Learning Disabilities has published its eleventh issue, volume 6, issue 1. Copies of each issue have been mailed to the academy membership, posted on the journal website for public access, indexed in the Education Resource Information Center (ERIC), and submitted to the United States Library of Congress to preserve copyright. The IJRLD is published annually and mailed to the membership in January. Volume 6, issue 1 was published in April (completion of the issue was delayed by waiting for all articles to be finalized). In April, there was a change in the editorship. Deborah Reed (University of Tennessee) resigned as co-editor and was succeeded by Vincent Connelly (University of New Hampshire). Subsequently, the Editorial Board underwent a reformation and now comprises 20 members from 11 different nations.

A journal homepage has been created (<https://journals.ub.uni-koeln.de/index.php/IJRLD/index>), ensuring compliance with all necessary conditions and the inclusion of all information required for indexing in reputable databases. Furthermore, a professional journal management system, Open Journal Systems (OJS), has been set up. As the University of Cologne Library has taken charge of this endeavor, no costs have been incurred for the Academy.

Articles from all published issues of the IJRLD are indexed in the ERIC system. The ERIC listings include direct links to issues posted on the academy website. In March of 2022 IJRLD was accepted for indexing in EBSCO.

The journal was accepted for membership in CrossRef in 2017. All articles in the IJRLD as well as each issue have been assigned permanent digital object identifier numbers (DOI).

# Announcements

Help IARLD achieve its goal:

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



1. Increasing our membership through ongoing membership drive initiatives. Please consider nominating students, members, associate members, and fellows who will contribute to our scholarly community.
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.

## INTERNATIONAL JOURNAL FOR RESEARCH IN LEARNING DISABILITIES (IJRLD)

### Manuscript Submissions

The co-editors of IJRLD are soliciting submissions for upcoming issues. Please consider submitting your manuscripts to our flagship journal and encourage your colleagues to do the same.

More information and submission directions can be found on [our website](#).

## IARLD Award for Outstanding Doctoral Level Research

The International Academy for Research in Learning Disabilities (IARLD) announces our award cycle for outstanding doctoral level research in the field of learning disabilities. The award recognizes research that contributes in a significant way to our understanding of learning disabilities.

This Award provides:

1. A travel stipend of up to US\$1000 (with discretion to increase depending on the circumstances of the recipient);
2. Free registration for the IARLD Annual IARLD Conference in Kielce, Poland, and
3. One-year membership to the IARLD.

**Timeline:** Applications for the award must be received by January 1, 2024. The recipient will be selected by the review committee and notified by February 1, 2024.

**Eligibility:** The competition is open to individuals who have completed a dissertation and received their doctoral degree within two years prior to the application deadline.

**Application:** Each applicant must submit an application including:

1. Application form.
2. One copy of an abstract, not to exceed more than 150 words.
3. One copy of a manuscript, not to exceed 35 pages, outlining and summarizing research, using APA guidelines. Manuscripts submitted for this competition may already have been submitted/accepted for publication. If submitted or accepted, appropriate references and acknowledgments must be provided.

### Email application to:

Dr. Georgios Sideridis, Chair  
[Georgios.Sideridis@childrens.harvard.edu](mailto:Georgios.Sideridis@childrens.harvard.edu)

### **Open Positions: Chair/Co-Chairs of Conference Programs**

Please reach out with an expression of interest or questions to President Annmarie Urso at [iarldoffice@gmail.com](mailto:iarldoffice@gmail.com)

The Conference Program Chair(s) liaison with the local conference committee to provide support and guidance, as needed in regards to the Academy's expectations. Additionally, they provide updates to the Conference Manual annually, ensuring that the updated manual is presented two years in advance to the identified local conference committee chair.

### **Open Positions: Chair/Co-Chairs of By-Laws and Constitution Committee**

Please reach out with an expression of interest or questions to President Annmarie Urso at [iarldoffice@gmail.com](mailto:iarldoffice@gmail.com)

This Committee is a very important Committee with respect to the governance of the IARLD. The member(s) in this role provide guidance on the running of the organization per the By-Laws and Constitution of the Academy. Additionally, they provide a review of the document and propose necessary and/or requested updates to the language for vote by the membership.

### **Open Positions: Treasurer**

Please reach out with an expression of interest or questions to President Annmarie Urso at [iarldoffice@gmail.com](mailto:iarldoffice@gmail.com).

The Treasurer must be a resident of the United States as all IARLD's banking is done in the US. Here are the responsibilities of the Treasurer:

- Managing the bank accounts and CDs for the Academy
- Maintaining historical treasurer documents on a dedicated Google Drive for the Academy's Treasurer.
- Keeping safe historical financial documents that were scanned and placed in the Google Drive
- Keeping track of Academy expenses. Regularly informing the President and Executive Board of the IARLD finances.
- Electronic payment of bills and/or sending checks for Academy expenses
- Sending dues' payment reminders
- Receiving and depositing dues' payments in the form of cheques and electronic payments
- Managing the Academy PayPal account, through which most members pay their dues
- Maintaining a dues payment spreadsheet in conjunction with the Office of the President
- Writing a Treasurer's Report for the Newsletter, *IARLD Updates* two times per year. The Treasurer must provide to the Editor of *IARLD Updates* the following information: income, expenses and current balance of all accounts and CDs.
- Writing a Treasurer's Report for the Executive Board meeting
- Maintaining the Academy's 501c3 status as per the requirements of the US Internal Revenue Service (an electronic verification annually in June).

The treasurer serves on the Executive Board as a voting member.

## **Open Position: President-Elect**

The Academy is seeking nominations for the office of First Vice President/President-elect.

The term of the office is two years, prior to moving to the Office of the President. As this office is currently vacant, the fellow serving as President-elect will take office on January 1, 2024, and serve through 12/31/2024. They will advance to the Office of the President on 1/1/2025, serving until 12/31/2026.

The requirements to hold the office are:

- The First Vice President/President-elect should be a Fellow of the Academy and should have at least four years of membership of the Academy prior to assuming the role of First-Vice President/President-elect and during this four-year period, the person can have the status of Fellow and/or Member in any combination thereof.

The duties of the First Vice-President/President-elect are as follows:

- Section 6. First Vice President. At the request of the President, or in his/her absence or disability, the First Vice President shall perform all the duties of the President and when so acting, shall have all the powers of and be subject to all the restrictions upon the President.

Additionally, the First-Vice President/President-elect shall be a voting member of the executive board and carry out the duties of an executive board member. The First-Vice President/President-elect shall identify the location of the conferences to be held during their term of office as President of the Academy.

## **IARLD Website**

During the month of December, the website will be going through some maintenance and will intermittently be offline. If you need information or to contact anyone during the times that the website is unavailable, please send an email to the appropriate address listed below:

IARLD Office of the President:  
iarldoffice@gmail.com

IARLD Treasurer: iarldtreasury@gmail.com

2024 IARLD Conference: iarld.2024@gmail.com

## **Member Directory Updates**

We are in need of current contact information for our member database! Keep an eye out in January for an email from the office with a form to update your information for us!



## In Memory

### Vale - Susan Jane Hume Dymock

It is with deep sadness we let you know of the death of our colleague and IARLD Fellow on 2 November 2023, aged 69, after a short illness. Sue was a Senior Lecturer in the School of Education at the University of Waikato, Hamilton, New Zealand. Here she taught pre- and in-service teachers in literacy education and reading difficulties. She became a Fellow of International Academy for Research in Learning Disabilities in 2016.



Sue's main research interests included reading comprehension, reading difficulties, including dyslexia, writing and spelling. She had a passion and commitment to ensuring that classroom practice is based on the best possible research and is "research-informed." In 2003 Sue established the Hamilton Children's Reading for children and youth struggling with reading and as Director of the Centre trained many tutors who in turn supported those with challenges with reading.

Amongst her many publications, Sue's recent and significant books are *The New Zealand Dyslexia Handbook* (2023, 2<sup>nd</sup> ed) and *Writing for Impact: Teaching Students How to Write with a Plan and Spell Well* (2018), both published by the New Zealand Council for Educational Research (NZCER), and her recent article, *Dyslexia Seen Through the Eyes of Teachers: An Exploratory Survey*, *Reading Research Quarterly*, 2022, *58*(2), 333-344. These publications were co-authored with Professor Tom Nicholson, now Emeritus.

Born in Oregon, USA, Sue came to New Zealand after her marriage to Wynne, a New Zealander. Sue loved the outdoors and nature of New Zealand and enjoyed tramping/hiking, horse riding, mountain biking, and water sports, most often in the company of Wynne, her children, and friends. She had an enthusiasm for life, a deep Christian faith, was a passionate educator, and was a loyal friend and colleague to many. She will be greatly missed.

We send our condolences to Sue's family - her husband, Wynne; her children, James, David, and Elizabeth Louise Dymock; her grandchildren, and her colleagues at the University of Waikato and throughout New Zealand.

[Christa van Kraayenoord](#), Honorary Research Associate Professor, The University of Queensland, Brisbane, Queensland, Australia, IARLD Fellow, IARLD President 2014-2017

[James Chapman](#), Professor Emeritus, Massey University, Palmerston North, New Zealand, IARLD Fellow, IARLD President 2006-2009

# Meet Our New Members



**Bo Zhang, Ph.D.**

Nominated by:  
Georgios Sideridis, Ph.D.

**Dr. Bo Zhang, Ph.D.** is an Associate Professor in the Department of Neurology and ICCTR Biostatistics and Research Design Center, Boston Children’s Hospital, Harvard Medical School. Dr. Zhang is well-known for his work on innovative methodologies for research design and data analysis in pediatric neurology and developmental medicine. His research covers the clinical research on autism spectrum disorder, down syndrome, Sturge-Weber syndrome, and many other neurological disorders that cause developmental and learning disabilities.

Dr. Zhang has published articles in journals in the field of autism spectrum disorder that benefit diagnosis, screening, and treatment of autism spectrum disorder. There are several going-on research projects that he is leading on prevalence and diagnosis of developmental and learning disabilities in the United States, as well as clustering of tuberous sclerosis complex-associated neuropsychiatric disorders among patients in China.

Recent Publication:

Choueiri, R., Garrison, W., Tokatli, V., Daneshvar, N., Belgrad,, J., Zhu, G., & Zhang, B. (2023). The RITA-T (Rapid Interactive Screening Test for Autism in Toddlers) community model to improve access and early identification of autism in young children. *Child Neurology Open*, Vol. 10, pp. 1-9. <https://doi.org/10.1177/2329048X231203817>

**Dr. Rebecca Louick, Ph.D.** is an Assistant Professor of Special Education in the College of Education at Eastern Michigan University (USA). Her research focuses on the academic motivation of adolescents with learning disabilities.

Most recently, Dr. Louick has been studying the autonomy-supportive classroom practices of skillful teachers of students with learning disabilities. Using qualitative methods has allowed her to generate a robust and detailed account of the nature of these practices and their impact on students.

Recent Publication:

**Louick, R.**, Emery, A., Muenks, K., & O’Grady, M. (2023). Motivational components addressed in vocabulary interventions for students with or at risk for reading disabilities: A review of the literature. *Topics in Language Disorders*, 43(2), 97-118. <https://doi.org/10.1097/TLD.0000000000000310>



**Rebecca Louick, Ph.D.**

Nominated by: David Scanlon, Ph.D.



# IARLD Member News

## RECENT PUBLICATIONS

### Michael Dunn

**Dunn, M.**, Davis, W., Allen, M., Olson, W., Yuan, W., Aldousari, A., Alharbi, H., & Austin, B. (2023). Webtools as strategy: Online resources to support academic writing in lower-division STEM courses. *Journal of Literacy & Technology*, 24(1), 27-56. [Direct Download Link](#).

### Pol Ghesquière

Economou, M., Bempt, F.V., Van Herck, S., Wouters, J., **Ghesquiere, P.**, Vanderauwera, J., & Vandermosten, M. (2023). Myelin plasticity during early literacy training in at-risk pre-readers. *Cortex*, 167, 86-100. [doi: 10.1016/j.cortex.2023.05.023](#)

Blockmans, L., Golestani, N., da Rocha, J.L D., Wouters, J., **Ghesquiere, P.**, & Vandermosten, M. (2023). Role of Family Risk and of Pre-Reading Auditory and Neurostructural Measures in Predicting Reading Outcome. *Neurobiology of Language*, 4 (3), 474-500. [doi: 10.1162/nol\\_a\\_00111](#)

Blockmans, L., Kievit, R., Wouters, J., **Ghesquiere, P.**, Vandermosten, M. (2023). Dynamics of cognitive predictors during reading acquisition in a sample of children overrepresented for dyslexia risk. *Developmental Science*. [doi: 10.1111/desc.13412](#)

Van Herck, S., Economou, M., Vanden Bempt, F., Glatz, T., **Ghesquiere, P.**, Vandermosten, M., Wouters, J. (2023). Neural synchronization and intervention in pre-readers who later on develop dyslexia. *European Journal of Neuroscience*, 57 (3), 547-567. [doi: 10.1111/ejn.15894](#)

### Rebecca Louick

**Louick, R., Emery, A.**, Muenks, K., & O'Grady, M. (2023). Motivational components addressed in vocabulary interventions for students with or at risk for reading disabilities: A review of the literature. *Topics in Language Disorders*, 43(2), 97-118. [DOI: 10.1097/TLD.0000000000000310](#)

### Karen Waldie

Garnett, M., Reese, E., Swearingen, I., Peterson, E., Salmon, K., **Waldie, K.**, ... Bird, A. (2023). Maternal Reminiscing and Children's Socioemotional Development: Evidence from a Large Pre-Birth Longitudinal Cohort Study, Growing Up in New Zealand. *Journal of Cognition and Development*, 24(5), 678-703. [doi:10.1080/15248372.2023.2192276](#)

Anns, F., **Waldie, K. E.**, Peterson, E. R., Walker, C., Morton, S. M. B., & D'Souza, S. (2023). Behavioural outcomes of children exposed to antidepressants and unmedicated depression during pregnancy. *Journal of affective disorders*, 338, 144-154. [doi:10.1016/j.jad.2023.05.097](#)

Ahmad, S., Peterson, E. R., **Waldie, K. E.**, & Morton, S. M. B. (2023). Proximal Processes and Contextual Factors Associated with Early Socio-emotional Competence Development. *Child psychiatry and human development*. [doi:10.1007/s10578-023-01591-0](#)



# IARLD Member News

## Kevin Wheldall

### Textbooks:

**Wheldall, K.,** Wheldall, R., & Buckingham, J. (Eds.). (2023). *Effective instruction in reading and spelling*. MRU Press.

### Edited Book Chapters:

Buckingham, J., Beaman, R., & **Wheldall, K.** (2023). Why poor children are more likely to become poor readers: The early years. In J. Martin, M. Bowl, & G. Banks (Eds.), *Mapping the Field: 75 Years of Educational Review: Vol. 2*. Routledge. <https://www.routledge.com/Mapping-the-Field-75-Years-of-Educational-Review-Volume-II/Martin-Bowl-Banks/p/book/9781032517377> (Reprinted from "Why poor children are more likely to become poor readers: The early years," 2014, *Educational Review*, 66(4), 428-446, <https://doi.org/10.1080/00131911.2013.795129>)

**Wheldall, K.,** Wheldall, R., Buckingham, J., & Bell, N. (2023). Introduction to the science of reading. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.

**Wheldall, K.,** & Bell, N. (2023). Evidence-based models of reading. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.

**Wheldall, K.,** Wheldall, R., & Carter, M. (2023). Effective instruction and intervention. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.

Bell, N., **Wheldall, K.,** & Buckingham, J. (2023). Assessment and progress monitoring. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.

Reynolds, M., Madelaine, A., Buckingham, J., Bell, N., **Wheldall, K.,** Wheldall, R., & Notley, A. (2023). Planning for teaching and assessment. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.

### Other Publications:

**Wheldall, K.** (2023, October 13). 'Be prepared to be unpopular': Pioneering science of reading researcher reflects on 50-year crusade. *EducationHQ*. [Link](#).

**Wheldall, K.** (2023, September). Can AI save the reading world? *Nomanis* (15).

Arakelian, S., Bell, N., **Wheldall, K.,** Wheldall, R., Madelaine, A., Buckingham, J., Carter, M., Taylor, A., Desjardins, A., Sng, Y., & Barnett, T. (2023, July 12). Evaluation of a tier 2 language intervention for children in the first three grades of school [Preregistration]. *Open Science Framework Registries*. <https://doi.org/10.17605/OSF.IO/SWVQG>

Bell, N., **Wheldall, K.,** Wheldall, R., Madelaine, A., Buckingham, J., Carter, M., Desjardins, A., Arakelian, S., Sng, Y., & Barnett, T. (2023, May 12). Efficacy of a Tier 2 reading intervention program (MiniLit Sage) with young struggling readers [Preregistration]. *Open Science Framework Registries*. <https://doi.org/10.17605/OSF.IO/QS56N>

## ANNOUNCEMENTS

### Annmarie Urso

**Dr. Urso** was promoted to full professor effective 9/1/2023 at the State University of New York at Geneseo.

### Kevin Wheldall

Emeritus Professor **Kevin Wheldall** AM was awarded the honour of the Eminent Researcher Award of the journal 'Australian Journal of Learning Difficulties' for 2023 at the AGM of Learning Difficulties Australia in October. He gave a video presentation entitled 'Swansong: 50 years of research in language, behaviour and reading difficulties' which will subsequently be published in the journal.



# IARLD Member News

## Pol Ghesquière

In our group 3 PhD students defended in 2023 successfully their thesis. Their studies were supported by our KU Leuven research grant 'Cognitive impact of preventive tablet-based games in pre-readers at risk for dyslexia' and the FWO-Flanders research grant 'Behavioral and neurological profiles in multiplex versus simplex dyslexia: a longitudinal approach'.

- Shauni Van Herck: Auditory temporal processing in pre-readers at risk for dyslexia: neurophysiological markers and preventive intervention

(supervisors: Jan Wouters, Pol Ghesquière, & Maaïke Vandermosten)

- Femke Vanden Bempt: Cognitive impact of preventive tablet-based games in pre-readers at risk for dyslexia

(supervisors: Pol Ghesquière, Jan Wouters, & Maaïke Vandermosten)

- Lauren Blockmans: Interrelations between neurocognitive, auditory, familial and environmental factors during early reading development

(supervisors: Maaïke Vandermosten, Pol Ghesquière, & Jan Wouters)

## CALL FOR RESEARCH

### Susan Galletly & Bruce Allen Knight

English-Readers Are Exceptionally Weak Achievers: A Call to Research on Orthographic Impacts Across Early-Literacy Development

**Drs. Galletly and Knight** are putting out a call to include in our research a focus on crosslinguistic differences and orthographic impacts on early-literacy development, education and society, through their effects on the cognitive load of the learning children must achieve, and their demands on children's cognitive-processing skills, self-esteem, and confidence.

Look out for additional news about this call for research collaboration. Those interested in participating in this work should contact Susan Galletly at [admin@susangalletly.com.au](mailto:admin@susangalletly.com.au).