



International Academy for  
Research in Learning Disabilities

A newsletter of the  
INTERNATIONAL  
ACADEMY FOR RESEARCH  
IN LEARNING DISABILITIES

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## IARLD UPDATES



### **A Message from the President**

Annmarie Urso

Dear Fellows and Members of the Academy,

In this time of recent natural disasters, political unrest, and conflict in many of our members' home countries, I hope this finds you and yours safe and well.

I invite you to join me (again) in welcoming our newly elected President-elect, Dr. Celestino Rodriguez Perez, Treasurer Dr. Allison Nannemann, and Member-at-Large, Dr. Timothy Papadopoulos. I know the Academy will benefit from their leadership and their contributions. Dr. Rodriguez Perez's term of office will commence 1 January 2025 and end 31 December 2027. Both Dr. Nannemann and Dr. Papadopoulos are elected to three-year terms serving through 30 December 2026.

The Academy has several positions on the Executive Board vacant, and I ask each of you to consider if this is the right time for you to take on a more active role. Service at the international level is rewarding and important to the livelihood of the Academy. There will be an election this fall for open positions on the executive board. An announcement for all open positions will be made later this year in the next issue of the *Updates* Newsletter. Stay tuned!

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Visit the IARLD Website  
at:

[www.IARLD.com](http://www.IARLD.com)

(President's Message continued)

I am excited to be traveling to the 46<sup>th</sup> Annual Conference of the Academy in Kielce, Poland at Jan Kochanowski University at the beginning of July. A pre-conference is planned July 2<sup>nd</sup> led by Dr. Susan Galletly and a post-conference tour of Kielce is planned on July 5<sup>th</sup>. Dr. Monika Łodej and her conference team have planned a wonderful conference for us. I look forward to seeing many members there. More information is available in this issue and on the Academy website.

I would like to welcome our new fellows and members to the Academy. Please read more about them in this issue. Also, in this issue, you will find executive board member reports, a report on the conference, and an important Call for Research to consider. I look forward to your feedback, questions, and input on the content of this issue of the *Updates* Newsletter.

Safe travels, health, and peace to you all.

Respectfully yours,

Anmarie



## **COMING SOON**

THE 47TH ANNUAL CONFERENCE OF THE  
IARLD

FALL 2025  
(EXACT DATES TO BE ANNOUNCED)

# Meet Dr. Celestino Rodríguez Perez

President Elect of IARLD



Prof. Celestino Rodríguez Pérez earned his Ph.D. in Psychology and Sciences Education from the University of Leon, Spain. He is a Full Professor in the Department of Psychology and Dean of the Faculty of Teaching Training and Education at the University of Oviedo, Spain.

Dr. Rodríguez' main research areas include learning disabilities and ADHD, learning assessment, academic achievement, learning strategies, gifted children, self-regulated learning (SRL), ICTs, higher education, computer-based learning environments (CBLEs), metacognition, and dynamic hypermedia learning environments.

He is the author of more than 150 papers in peer-reviewed international journals and around 40 chapters in education, psychology and higher education books and handbooks. He has collaborated with researchers from different countries, such as Singapore, England, Germany, the Netherlands and the United States of America through different research projects and research stays.

Message from Dr. Rodríguez:

Dear members of the IARLD,

Proud as I am of belonging to the Academy, I am now honored with the position of President-Elect, a position I accept with responsibility and enthusiasm. It is time to work together within the Academy, to continue sharing views and improving research and professional practice on learning disabilities. To this aim, participation and collaboration from you all are required.

I would like end by thanking the Academy and the Executive board for their support. Special thanks to President Annmarie Urso for all her help.

I remain at your disposal and at the disposal of the Academy.

Kindest regards,

Celestino Rodríguez, PhD

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

**July 3-4, 2024**

Pre-Conference Activities:

July 2, 2024

Post-Conference Activities:

July 5, 2024

Hosted by the Jan Kochanowski University

Venue:

5 Zeromskiego Street

Kielce, Poland

The Jan Kochanowski University of Kielce (UJK) serves as the principal university in the Swietokrzyskie region and is one of 21 classical universities in Poland. Currently, the university enrolls approximately 9,500 students across 58 academic disciplines. UJK's research initiatives span twenty-one scientific disciplines, organized into five main fields: life sciences, medical and health sciences, humanities, social sciences, and the arts. The institution holds the authority to confer doctorates in fourteen scientific fields and habilitations in four, employing over 900 faculty members to fulfill these academic endeavors.



Conference Chair Dr. Monika Łodej looks forward to welcoming you to Kielce, where history meets the present and every corner tells a story.



## IARLD Officers

### President

Annmarie Urso

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### President-Elect

Celestino "Tino" Rodriguez Perez

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Anya Evmenova

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Daniela Lucangeli

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

TBD

## 46<sup>th</sup> Annual Conference Details

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### Cruickshank Lecture

Dr. Georgios D. Sideridis, Ph.D. will be addressing methodological and statistical advances that contribute to our understanding of underachievement in learning disabilities. Specific characteristics of the LD population (e.g., lack of motivation) and comorbid conditions (e.g., inattention) will be discussed as they are manifested in the types and patterns of responding of students with LD to academic tasks.

Dr. Sideridis is from Harvard Medical School and National and Kapodistrian University of Athens.

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### Conference Speaker

Werona Krol-Gierat, Ph.D. will discuss the potential factors contributing to the diverse linguistic attainment and attitude development of children learning English as a Foreign Language (EFL) in inclusive classes, based on an action research study conducted among lower-primary pupils in a Polish state school. She will also focus on presenting a unique educational initiative aimed at raising awareness among future EFL teachers and promoting inclusivity.

Dr. Krol-Gierat is from the University of the National Education Commission in Krakow.

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### Guest Speaker

Christine Xuereb will engage in a talk about the context of Dyslexia support in Malta. This includes presenting the framework of the Dyslexia Friendly Schools Initiative and some of the practices of schools who embarked on this initiative.

Ms. Xuereb is from Specific Learning Difficulties Service within the Ministry of Education, Sport, Youth, Research and Innovation, Government of Malta.

## IARLD Officers

### Continued

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#### Academy Historian

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#### Member At-Large

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#### Member At-Large

Timothy "Timos" Papadopoulos

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

Matthias Grünke

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#### Editor, IARLD Updates

Margaret Pierce

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

# Committee Reports

## President's Report

Annemarie Urso

### Highlights

At last year's conference in Gainesville, Florida I made an initial call to our members to nominate both new members and fellows to the Academy. Additionally, a call to research for the Academy to sponsor a research strand as aligned with our mission, was made. These initiatives were advertised in the Updates Newsletter as well as through email communications with our members. The results were positive. Dr. Susan Galletly has proposed a line of research and has begun a research partnership across several Academy members (and growing). A preconference session will highlight the data collected from our members toward this effort and lay out plans for future collaboration and expansion of the project. The project will ultimately lead to a special issue of the IJRLD.

Another notable highlight - including the move to an entirely online IJRLD with an online portal for submission and review. Through the portal, Dr. Grünke and Dr. Connelly have elevated IJRLD's presence to a more professional and equivalent process to other journals.

### New Opportunities

After the conference last fall, a formal vote was held to change the structure of the presidential line to 1-year president-elect, 2 years president, and then service as a member of the "Past Presidents Advisory" group. This change provides a more realistic time commitment to attract a robust slate of members interested in serving in this important position.

Additionally, a new initiative was approved to provide stipends up to \$750 USD for members to collaborate on research projects. A formal process to field these requests will be discussed at the annual meeting and announced to members by the end of the year.

### Continued Challenges

At the Executive Board meeting in July, the group will discuss the continued challenge of dues payments, the pros and cons of the small size of the annual conference, and open positions on the board.

### Closing

I have had the most wonderful experience in the past three years as president. While it has had its challenges, I am pleased with what has been accomplished and hope we can continue to move the Academy forward on a trajectory that recognizes its importance as an academy of researchers with the common goal of sharing knowledge and improving outcomes for individuals with learning disabilities. I am excited about an auspicious future under Tino's leadership and with our slate of talented and dedicated executive board members.

## Conference Committee Report

Chair: Monika Łodej

The Conference Committee includes Monika Łodej (Chair), Susan Galletly (Senior Conference Advisor), Sylwester Łodej, Aleksandra Matysiak, Shala (Dippman) Barczewska, and Lukasz Stolarski. The 46<sup>th</sup> IARLD Annual Conference is organized under the auspices of Professor Beata Wojciechowska, Dean of the Department of Humanities at Jan Kochanowski University.

The conference committee reports that they reviewed submissions for 17 posters, 4 symposia, 1 roundtable, and 1 guest presentation. The expected number of participants at the conference is 33 people plus 5 students from the English Department and Medical School at the Jan Kochanowski University.

## Fellows Report

Chair: Michal Al-Yagon

The Fellows Committee - Prof. Lee Swanson, Prof. Matthias Grünke, and Prof. Michal Al-Yagon - welcomes three candidate to the Fellow rank at the IARLD:

Dr. Moritz Börnert-Ringleb  
Institute for Special Education, Leibniz Universität Hannover

Dr. Timo Lüke  
Professor of Inclusive Education and Improvement of Instruction, University of Graz, Austria

Dr. Timothy (Timos) Papadopoulos  
RIF Distinguished Professor, Department of Psychology & Center for Applied Child Development  
University of Cyprus

## 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 December 2023 and April 2024, the committee has accepted one new **Member**:

- Gabrielle Garon-Carrier, The Université de Sherbrooke, Canada - accepted December 2023 (nominated by Caroline Fitzpatrick)

The committee has accepted no new **Associate Members**.

## **Treasurer's Report**

Allison Nannemann

As of May 2024, the balance in our business account is \$4,612.85; the President's account contains \$2,169.05. Funds from two Certificates of Deposit totaling \$22,714.08 are currently held in a separate account at Bank of America.

Between January and May 2024, \$4,020 in membership dues were paid (in 2023, total dues paid amounted to \$6,210). Notices of dues were sent out in January. If you received a dues notice in error, please disregard. Thank you for your diligence in remitting your payments.

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:

Allison Nannemann  
1135 Grace Street NE  
Rio Rancho, NM 87144  
USA

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

## **Secretary's Report**

Angeliki Mouzaki

Since the last Executive Board meeting on October 27, 2023, there have been 4 motions sent out for a vote via email:

1. Approval of addition to the President's Handbook on the Term of Office for the presidential chain (November 27th, 2023)
2. Vote for Officer Election and Announcement of three new EB members elected (February 2, 2024)
3. IARLD Collaborative Scholarship Mini Grants (May 2, 2024)
4. Support for a Call to Research (May 2, 2024).

## **Editor's Report**

Mattias Grünke & Vincent Connelly

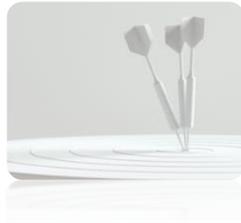
The International Journal for Research in Learning Disabilities is in the process of publishing its twelfth issue, volume 6, issue 2. Copies of the upcoming issue will be emailed to the academy membership, posted on the journal website for public access, indexed in the Education Resource Information Center (ERIC), and submitted to the United States Library of Congress to preserve copyright. The IJRLD is published annually and mailed to the membership as early in the year as possible. Volume 6, issue 2 will be published in June (the completion of the issue was delayed by waiting for all articles to be finalized, especially for the Cruickshank Lecture).

The Editorial Review Board currently consists of 20 members from 11 different nations.

# 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)

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 on the journal, as well as the journal's submission portal can be found on the journal's website: <https://journals.ub.uni-koeln.de/index.php/IJRLD>

## Meet New Fellow: Dr. Timo Lüke, Ph.D.



Dr. Timo Lüke is Professor of Inclusive Education and Improvement of Instruction at the University of Graz, Austria.

His research interests include assessment and instruction in the context of inclusive classrooms and learners with disabilities or at risk. He is a special education teacher focusing on learning and intellectual disabilities and an enthusiastic user of single-case research methods. Additionally, he is a proponent of open science and the premise that the products of his work should be freely available to the general public.

Recent Publication:

Donath, J. L., Lüke, T., Graf, E., Tran, U., & Götz, T. (2023) Does Professional Development Effectively Support the Implementation of Inclusive Education? A Meta-Analysis. *Educational Psychology Review* 35, 30.

<https://doi.org/10.1007/s10648-023-09752-2>.



## Meet New Fellow: Dr. Timothy C. Papadopoulos, Ph.D.



Dr. Timothy Papadopoulos is an RIF Distinguished Professor in the Department of Psychology & Center for Applied Neuroscience at the University of Cyprus. He earned his Ph.D. in Educational Psychology from the University of Alberta, Canada.

Dr. Papadopoulos conducts research focused on neurodevelopmental disorder, optimal predictors and risk factors for child development, specific learning disabilities and remediation, neurocognitive development and cognitive planning, executive functions in children with ADHD, and cognitive remediation of attention deficits.

Dr. Papadopoulos is Project Coordinator of the *Neo-PRISM-C* ITN MSCA project, funded by the EU (2019-2023), with a total budget of 4M€. He has co-authored three books and has published over 120 scientific articles and book chapters. His work has received awards from scientific organizations (such as the American Psychological Association), citation databases (such as Scopus), and scientific publishers (such as Elsevier).

Recent Publication:

**Papadopoulos, T. C.,** Csépe, V. Aro, M., Caravolas, M., Diakidoy, I. A., Olive, T., & (2021). Methodological issues in literacy research across languages: Evidence from alphabetic orthographies. *Reading Research Quarterly*, 56, S351-S370.

## IARLD Award for Outstanding Doctoral Level Research

The International Academy for Research in Learning Disabilities (IARLD) gives an annual award for outstanding doctoral level research in the field of learning disabilities. The award recognizes research that contributes in a significant way to our understanding of learning disabilities. Doctoral students are encouraged to apply.

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 annual conference, and
3. One-year membership to the IARLD.

**Timeline:** The award cycle will open in early 2025. Stay tuned for specific dates.

**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 inquiries to:**

Dr. Georgios Sideridis, Chair

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

# Meet Our New Member

## Dr. Gabrielle Garon-Carrier, Ph.D.

Nominated by: Caroline Fitzpatrick



Dr. Gabrielle Garon-Carrier (she/her) is an Assistant Professor in the Department of Psychoeducation at the Université de Sherbrooke in Québec, Canada.

Dr Garon-Carrier's work is grounded in longitudinal research, and emphasizes the cognitive, family-wide and environmental factors predicting the attainment of developmental milestones. It also focuses on the transitional periods that shape early childhood and adolescent cognitive and academic adjustment life-trajectory. Dr. Garon-Carrier's research advances knowledge on the impact of social policies and services for families with young children, with a view of reducing early-life inequalities.

Since 2020, Dr. Garon-Carrier has been the head of the Early Learning and Social Adjustment Research Lab, and she holds a Tier 2 Canada Research Chair in school readiness, inclusion and social adjustment.

Dr. Garon-Carrier won the 2023 Quebec Science Discovery of the Year Award for uncovering the prospective association between maternity leave uptake and child separation anxiety.

Recent Publication:

Garon-Carrier G, Tiraboschi GA, Bernard J, Matte-Gagné C, Laurent A, Lemieux A, Fitzpatrick C. (2023). Unraveling the effects of maternal breastfeeding duration and exclusive breast milk on children's cognitive abilities in early childhood. *Frontiers in Public Health*, section Children and Health. 11: 1225719. <http://dx.doi.org/10.3389/fpubh.2023.1225719>.

## A Call for Research

In May 2024, Dr. Susan Galletly, Dr. David Share, and Dr. Bruce Knight released a call for research on orthographic impacts on literacy and learning, with a particular focus on crosslinguistic differences. The project now includes children in Australia, Brazil, Estonia, Poland, Spain, and Taiwan, with hopes of expanding the collection of writing samples from even more nations for analysis and discussion in Kielce. Please consider whether you would like to join this effort, and review the abstract on the next page and the full call for research on the [IARLD Website](#).

Dr. Galletly has worked with Conference Chair Dr. Monika Łodej to arrange a Pre-Conference Day program on July 2 at the UJK Rectorate Building in Kielce. Session 1 will explore directions in cross-national investigation of literacy and learning development. This session, which runs from 9:00-1:00 will include several presentations, free discussion, and rotation discussion. Session 2 will focus on exploring the data and expanding the study. All of the conference attendees are invited to this discussion and workshop session, working on the data which has been gathered thus far in the project. Session 2 will run from 2:00-5:00.

# **English-Readers Experience Exceptionally Impeded Learning: A Call to Research on Orthographic Impacts on Literacy and Learning Development**

Susan A. Galletly<sup>1</sup>, David L. Share<sup>2</sup>, & Bruce Allen Knight<sup>1</sup>

<sup>1</sup>Central Queensland University, Australia; <sup>2</sup>University of Haifa, Israel

The International Academy of Research in Learning Disabilities (IARLD) is promoting this Call to Research, distributing it to members, organizations, and interested others, focused on optimizing literacy and learning development in current and future generations of children at-risk of, or experiencing, literacy difficulties.

**ABSTRACT:** What factors cause children in Anglophone nations such as USA, UK and Australia to have such slow development of word-reading, spelling, and independent reading and writing, relative to children in the world's many regular-orthography nations, e.g., Finland, Estonia, Korea, Taiwan, China, and Japan? Why do so many English readers struggle with word-reading and spelling, and independent reading, writing and learning, when this is not happening in so many other nations? Why do children in regular-orthography nations have so much stronger learning skills for subject-area learning from Grade 1, which Anglophone children lack?

The next decades will be an exciting time in literacy research, as we learn more and more about how children learn to read and write, and how we can best optimise their learning.

This Call to Research calls to those across nations in the many disciplines working with children, and conducting research on areas impacting literacy development - researchers, teachers, educators, Special Education staff, psychologists and neuropsychologists, speech language pathologists, occupational therapists, social workers, sociologists, anthropologists, ethnologists, and all.

The Call was written in response to presentations and discussions held prior to and at the International Academy for Research in Learning Disabilities (IARLD) 45th Annual Conference held at the University of Florida, in October 2023.

It is a call to include in our work a focus on crosslinguistic differences and orthographic impacts on early-literacy development, education and society, through their effects on:

1. The cognitive load of the learning children must achieve,
2. The demands this makes on children's cognitive-processing skills, self-esteem, and confidence, and
3. The extent of workload this creates for children, teachers, schools and education systems.

While written in particular to academics in Anglophone nations, it is a global call.

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**A Call to Research on Orthographic Impacts  
on Literacy and Learning Development**



International Academy for  
Research in Learning Disabilities



# IARLD Member News

## RECENT ACHIEVEMENTS

### 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.

## RECENT PUBLICATIONS

### Kevin Wheldall

*Textbook publication*

**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. (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.