

# *38th Annual IARLD Conference*

*July 3rd-5th, 2014*

*Vilnius, Lithuania*

## *Preliminary Program*

### **Thursday, July 3<sup>rd</sup>, 2014**

- 9:00 – 11:30            Optional Sight Seeing Tour of Historic Vilnius
- 12:00 – 13:30           Vilnius University and Library Tour
- 15:00 – 18:30           IARLD Executive Board Meeting

### **Friday, July 4<sup>th</sup>, 2014**

- 8:15 – 8:45            **Registration**
- 8:45 – 9:15            **Welcome and Opening Remarks**  
*Rasa Barkauskienė, Program Chair*  
*Christa van Kraayenoord, IARLD President*
- 9:15 – 11:15           **Symposium 1**  
**The Effectiveness of an Integrated System for Preventing and Remediating Reading Disabilities**  
*Christa van Kraayenoord (Chair and Discussant), Jane Prochnow, William Tunmer, James W. Chapman*
- 11:15 – 11:45           **Break**
- 11:45 – 12:45           **Guest Lecture**  
**Practice of Evaluation and Meeting the Special Educational Needs in Lithuania**  
*Algirdas Ališauskas, Associate Professor, Šiauliai University*  
*Lina Miltenienė, Associate Professor, Šiauliai University*
- 12:45 – 13:45           **Lunch**
- 13:45 – 15:45           **Symposium 2**  
**Understanding Executive Function and Metacognition: Implications for the Diagnosis and Treatment of LD and ADHD**  
*Lynn Meltzer (Chair and Discussant), Rosemary Tannock, Deborah Waber*
- 15:45 – 17:30           **Poster Sessions (Wine & Cheese)**  
**See the list of presentations and presenters below**
- 19:00 – 22:30           **Conference Banquet**

**Saturday, July 5<sup>th</sup>, 2014**

- 9:00 – 11:00      **Symposium 3**  
**Adolescents and Emerging Adults with LD and ADHD: Transition Challenges, Developmental Changes, Relationships, and Resilience**  
*Michal Al-Yagon (Chair), Judith Wiener & Daniella Biondic, Malka Margalit, Oranit Davidson & Eyal Rosenstreich, Michal Al-Yagon.*  
*James W. Chapman (Discussant)*
- 11:00 – 11:30      **Break**
- 11:30 – 12:30      **Bill Cruickshank Memorial Lecture**  
**Identification of Children at Risk of Reading Problems – from Identification to Prevention**  
*Heikki Lyytinen, Agora Human Technology Center & Dept. of Psychology University of Jyväskylä & Niilo Mäki Institute, Jyväskylä, Finland*
- 12:30 – 13:15      **Lunch**
- 13:15 – 15:15      **Symposium 4**  
**Serious Gaming and Learning Abilities and Disorders**  
*Desoete Annemie (Chair), Sabine Van Dycke, Veerle Van Vooren*  
*Christel Van Vreckem (Discussant)*
- 15:15 – 15:45      **Break**
- 15:45 – 17:00      **Roundtable Discussions**  
**A. Learning Disabilities and Language Impairments: Relationships, Trajectories, Conundrums**  
*Barbara J. Ehren, Tom C. Ehren, Patricia Sampson Graner, Nickola W. Nelson*  
**B. Cultural Differences in the Relationship between Perceived Family Environments and Self-determination among Students with Disabilities**  
*Ray Rodriguez, Henry Reiff, John Hagen, Nicole Ofiesh*  
**C. International Perspectives on Addressing the Special Education Needs of Culturally and Linguistically Diverse Children and Youth: A Focus on Policy**  
*Esther Geva, Daniela Cvitkovic, Heikki Lyytinen*
- 17:00 – 17:30      **Think Tank/Business Meeting**

## POSTER SESSION: Friday, July 4<sup>th</sup>, 2014

### Identification and assessment issues

1. Standardizing the Woodcock-Johnson Cognitive and Achievement Tests to Help Students with Learning Disabilities in Arab World: The Experience of Jordan  
*Bashir Abu-Hamour, Jehan Mattar, Hanan Al-Hmouz*
2. Integrating Practices of Response to Intervention, Problem Solving, and Multi-tiered Systems of Supports to Identify Specific Learning Disabilities  
*Celinska Dorota*
3. Differential Diagnosis of Dyslexia and Language Impairment: Evidence from a New Test  
*Nickola W. Nelson, Michele A. Anderson*
4. Identification of ELL and EL1 Students At-risk for Poor Vocabulary Development  
*Fataneh Farnia, Esther Geva*
5. Spelling pseudo words as a predictor of spelling abilities and disabilities  
*Christel Van Vreckem*

### Interventions

6. Quick Writing in the Inclusive Middle School Science Classroom  
*Linda H. Mason*
7. Improving Writing through Engagement with I-books  
*Svetlana Curcic, Robin S. Johnstone*
8. Examining a Multi-dose Instruction for Writing: Do Students With and Without Learning Disabilities Respond Differently?  
*Wei-Pai Lu, Shu-Lin Chen*
9. Response to an Intensive Reading Intervention for Accuracy-Disabled and Rate-Disabled Readers  
*Jamie Metsala*
10. Live Webcam Coaching to Help Elementary Classroom Teachers Provide Effective Literacy Instruction for Struggling Readers  
*Lynne Vernon-Feagan, Kirsten L. Kainz, Mary Bratsch-Hines*
11. Beliefs and Practice about Learning Disabilities in Spain: A Survey of Practicing School Psychologists  
*Manuel Soriano-Ferrer, Maria-José González-Valenzuela, Vicente Félix-Mateo, Myriam Delgado-Ríos*
12. Quality of listening and Body Image perception in children  
*Migle Dovydaityene*

### Math difficulties

13. Project AIM: Algebra-readiness Intervention Modules for At Risk Student  
*Diane Pedrotty Bryant, Brian R. Bryant, Barbara J. Dougherty*
14. The Early Arithmetic Intervention of Primary Students with Arithmetic Difficulties  
*Li-Yu Hung, Wen-Hung Lien, Shu-Li Chen*
15. Teaching Fractions to Middle School Students with Difficulties: An Exploratory Study in India  
*Radhika Misquitta*
16. The Early Intervention of Subitizing for Primary Students with Arithmetic Difficulties  
*Wen-Hung Lien, Hsinyi Chen, Li-Yu Hung, Shu-Li Chen*
17. Spelling in the prediction of the prognosis of children with math disorders  
*Annemie De Bondt*

### Reading

18. Perceptual and Cognitive Underpinnings of Braille Reading  
*Anneli Veispak, Pol Ghesquière*

19. Diversity in Language Education: Reading Comprehension in English as a Foreign Language in the Middle School  
*Carol Goldfus*
20. Reading Speed and Daily Stress in Children of Elementary Education  
*González-Valenzuela, M.J., Díaz-Giráldez, F., Martín-Ruiz, I., Delgado-Rios M., Trianes-Torres, M.V.*
21. Reading Accuracy and Naming Speed in Primary School Children  
*M<sup>a</sup> José González-Valenzuela, Felix Díaz-Giráldez, Myriam Delgado-Rios, Isaías Martín-Ruiz*
22. Correlations Between Reading Comprehension, Accuracy and Rate in Polish Dyslexic Learners of English  
*Monika Łodej*
23. Metacognition in the Prediction of Spelling Skills of Students in Higher Education  
*Ruth Vanderswalmen*

### **Teaching and education**

24. Training Numerical Skills in Preschool Children  
*Francesco Sella, Daniela Lucangeli, Marco Zorzi, Tressoldi, P.E.*
25. Teaching Reading in India: Success and Challenges of Adapting Evidence-based Practices  
*Radhika Misquitta*
26. Professionals' Readiness to Work with Pupils Having Learning Disorders  
*Lina Miltenienė, Rita Melienė*
27. Online Learning and Teacher Education: Outcomes of Teachers' and Students' Knowledge and Application of Evidence-based Practices  
*Deborah Deutsch Smith, Diane Pedrotty Bryant*

### **Socio-emotional issues**

28. Bullying Behavior in Children with ADHD  
*Daniela Cvitkovic, Anamarija Zic Ralic, Ena Sifner*
29. Teacher and Student Perceptions of Reading Motivation in Normal and Reading Disabled Students  
*Manuel Soriano Ferrer, Francisco Nievas-Cazorla, Pilar Sánchez-López, Julio Alberto González-Torre*
30. A Longitudinal Study of Emotional Problems in Adolescents with Learning Disabilities: The Role of Individual and Interpersonal Factors  
*Monika Skerytė-Kazlauskienė, Rasa Barkauskienė*
31. School Facilitation of Student Involvement in Educational Planning, Self Determination, and High School Graduation for Students with LD in the United States  
*Wendy Cavendish*

### **Students and adults with disabilities**

32. Characteristics of Young University Graduates in Slovenia  
*Milena Košak Babuder, Lidija Magajna, Marija Kavkler*
33. Follow-up Study on Self-advocacy Skills Implementing by an Adolescence with Autism Spectrum Disorder  
*Mika Kataoka, Akitoshi Kanamaru, Keita Nakatsuka*
34. Morphological Awareness and Compensation in Word Reading of Dyslexic Adults  
*Jeremy Law*