



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 20 (1) 2020

In This Issue

Message from the President	1
Announcements	2
Committee Reports	3
IARLD Officers 2019	3
News from IARLD Members	4-8

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.



Georgios D. Sideridis

A Message from the President

Dear colleagues,

First and foremost, I am wishing everyone good health. As the rest of the world is doing, IARLD continues to monitor the coronavirus pandemic closely. It looks like it will be the event of the century as fatalities are increasing and countries find themselves unprotected and unready to deal with the pandemic. My neighboring country of Italy has reported that more than 50,000 people have been diagnosed with the virus, and more than 5,500 have died to date. On March 21 alone there were 791 deaths in Italy, and the number has been steady at over 700 every day. The virus itself has been more challenging than everything else humanity has faced in recent years, and it looks as if it is here to stay.

Consequently, we need to protect ourselves until a vaccine is ready, which will certainly take several months. In Greece, the government was particularly proactive, so the number of individuals infected is pretty small—although there have been 17 deaths at the time of my writing. Governmental measures

currently taken include mandating that people stay in their homes and carry a special permit to visit the supermarket or doctor. We are hopeful that these measures will slow down the number of affected individuals. Needless to say the psychological and financial effects on societies will be immense. At the same time, I was concerned to see hundreds of people in the London metro with no masks or gloves, as these are certainly bad news for the spreading of the virus. I am hopeful that all governments will give the proper attention to necessary precautions so that fewer people will be affected.

In these difficult times I am wishing that everybody can be patient and stay home. In that same vein, we had to cancel our annual conference to be held in Hong Kong in June of 2020. We are extremely saddened by

... we had to cancel our annual conference to be held in Hong Kong in June of 2020. We are extremely saddened by this decision, but safety and health are our most important priorities.

this decision, but safety and health are our most important priorities. As we will be staying in touch using our newsletter, let me remind you to send your contributions to our Journal, the *International Journal for Research in Learning Disabilities*. You may contact our Editor, David Scanlon at david.scanlon@bc.edu for further information. We also will update our website as soon as we have information for the 2021 conference, so please stay tuned for that.

Until then, warm wishes and please stay inside and be safe!

Announcements

44TH ANNUAL INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES (IARLD) CONFERENCE



June 18, 2020 Conference Activities
June 19-20, 2020 Conference

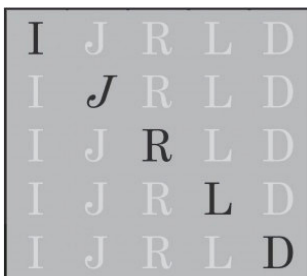
Conference Venue:
The Education University of Hong Kong (EdUHK)
Tai Po, Hong Kong

Conference Chair:
Professor Kevin K.H. Chung,
The Education University of Hong Kong

Proposal submission deadline: January 31, 2020

Early registration:
November 1 2019 – April 30, 2020

**STAY TUNED FOR ANNOUNCEMENTS
ON THE 2021 CONFERENCE**



SEND YOUR CONTRIBUTIONS

Please remember that the *International Journal for Research in Learning Disabilities* is your journal and the Academy's contribution to the field. All are invited to submit their best work for consideration. As we work to increase the journal's profile, other ways you can help are to: a) cite IJRLD articles in your own publications, b) tell your colleagues about the journal, and c) encourage your colleagues to submit their work for consideration too, academy membership is not required to publish in the journal. For submission guidelines and copies of all past issues visit the Academy website.

Contact David Scanlon, editor at david.scanlon@bc.edu for further information.

Committee Reports

TREASURER'S REPORT

Treasurer's Report, Fall 2019
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
1507 Levante Ave, Suite 230-A
Coral Gables, FL 33146
USA

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

Between the Fall IARLD Update in October 2019 and the end of the calendar year, \$840 in membership dues were paid (in 2019, total dues paid amounted to \$8,880). As of mid-March, \$2,850 in 2020 dues have been paid. Notices of dues were sent out earlier this month; a reminder email will be sent out in April. Thank you for your diligence in remitting your payments.

As of March, 2020, the balance in our business account is \$10,558.57. There are also two Certificates of Deposit with balances totaling \$27,790.40 currently held at Bank

STUDENT MEMBER REPORT

Henry Reiff, Chair

The Student Members Committee has not received nominations or applications in the past six months. Please encourage your doctoral students to consider IARLD. Feel free to consult with colleagues, including those who are not members or fellows of IARLD, to identify potential new student members.

IARLD OFFICERS 2020

PRESIDENT

Georgios Sideridis
georgios.sideridis@childrens.harvard.edu

PRESIDENT-ELECT

Annmarie Urso
urso@geneseo.edu

TREASURER

Jennifer Krawec
krawec@miami.edu

SECRETARY

Angeliki Mouzaki
angeliki.mouzaki@gmail.com

VICE PRESIDENT FOR FELLOWS

Michal Al-Yagon
alyagon@tauex.tau.ac.il

VICE PRESIDENT FOR MEMBERS AND ASSOCIATE MEMBERS

Anya Evmenova
aevmenov@gmu.edu

VICE PRESIDENT FOR STUDENTS

Henry B. Reiff
hreiff@mcdaniel.edu

VICE PRESIDENT FOR INTERNATIONAL DEVELOPMENT

Daniela Lucangeli
daniela.lucangeli@unipd.it

CHAIR OF CONFERENCE PROGRAMS

Lynn Meltzer
lmeltzer@ildlex.org

ACADEMY HISTORIAN

Joseph Madaus
joseph.madaus@uconn.edu

EXECUTIVE BOARD, MEMBER-AT-LARGE

Karen Waldie
k.waldie@auckland.ac.nz

EXECUTIVE BOARD, MEMBER-AT-LARGE

Lucia Bigozzi
lucia.bigozzi@unifi.it

EXECUTIVE BOARD, MEMBER-AT-LARGE

Li-Yu Hung
t14010@cc.ntnu.edu.tw

CHAIR OF THE PUBLICATIONS COMMITTEE

Matthias Grünke
matthias.gruenke@uni-koeln.de

EDITOR, IARLD UPDATES

Deborah Reed
deborah-reed@iowareadingresearch.org

EDITOR OF THE INTERNATIONAL JOURNAL FOR RESEARCH IN LEARNING DISABILITIES

David Scanlon
scanloda@bc.edu

CHAIR OF THE BY-LAWS AND CONSTITUTION COMMITTEE

Linda Mason
lhason12@gmail.com

News From IARLD Members

JAMES CHAPMAN

Chapman, J.W., Arrow, A.W., Braid, C., Greaney, K.T., & Tunmer, W.E. (2019). *Massey University Early Literacy Project: Final Report to the New Zealand Ministry of Education*. Palmerston North, New Zealand: Massey University. https://www.educationcounts.govt.nz/_data/assets/pdf_file/0006/194532/Early-Literacy-Research-Project.pdf

Chapman, J.W., Arrow, A.W., Braid, C., Greaney, K.T., & Tunmer, W.E. (2019). *Enhancing Literacy Learning Outcomes for Beginning Readers: Research Results and Teaching Strategies*. Palmerston North, New Zealand: Massey University. https://www.educationcounts.govt.nz/_data/assets/pdf_file/0004/194575/Enhancing-Literacy-Learning-Outcomes-for-Beginning-Readers.pdf

Chapman, J.W., & Tunmer, W.E. (In press, Winter, 2020). A review of Reading Recovery for those who most need early literacy supports. *Perspectives on Language and Literacy*.

Arrow, A.W., Braid, C., & Chapman, J.W. (2019). Explicit linguistic knowledge is necessary, but not sufficient, for the provision of explicit early literacy instruction. *Annals of Dyslexia*, 69(1):99-113. doi: 10.1007/s11881-018-00168-0.

MICHAEL DUNN

Zajic, M., Dunn, M., & Berninger, V. (2019). Case studies comparing learning profiles and response to instruction in Autism Spectrum Disorder and oral and written language learning disability at transition to high school. *Topics in Language Disorders*, 39(2), 129-154. <https://doi.org/10.1097/TLD.000000000000180>

Barrio, B., Carbonneau, K., Poppen, M., Miller, D., Dunn, M., Hsiao, Y. (2019). Theory to practice: Implementation achievements and challenges of response to intervention in a rural district. *Journal of the American Academy of Special Education Professionals*. <https://www.naset.org/index.php?id=5330>

Dunn, M., & Rice, M. (2019). Self-Study of my online teacher preparation for special education practice. *Studying Teacher Education*. <https://doi.org/10.1080/17425964.2019.1600493>

Dunn, M. W. (Ed). (2020). *Writing instruction and intervention for struggling writers: Multi-Tiered Systems of Support*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Peer Reviewed Journal Articles, Published

Dunn, M., Zajic, M., & Berninger, V. (2020). Understanding the self in self-regulated writing of students in grades 4 to 9 with dysgraphia. *International Journal of School & Educational Psychology*. <https://doi.org/10.1080/21683603.2020.1721384>

Rice, M., & Dunn, M. (2020). Addressing the needs of struggling writers: How art can facilitate the writing process. *Teaching Exceptional Children*. 52(3), 147-156. <https://doi.org/10.1177/0040059919892833>

Edited Book, Published

Dunn, M. W. (Ed). (2020). *Writing instruction and intervention for struggling writers: Multi-Tiered Systems of Support*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. <https://www.cambridgescholars.com/writing-instruction-and-intervention-for-struggling-writers>

JOSEPH W. MADAUS

Madaus, J. W., Gelbar, N. W., Dukes III, L. L., Faggella-Luby, M. N., Glavey-Labedz, E., & Romualdo, A. (2019). Students with disabilities in the community college professional literature: A systematic review. *Community College Journal of Research and Practice*. DOI: 10.1080/10668926.2019.1639568

Gelbar, N. W., Madaus, J. W., Dukes III, L. L., Faggella-Luby, M., Volk, D. T., & Monahan, J. (2019). Self-determination and college students with disabilities. *Journal of Student Affairs Research and Practice*. DOI: 10.1080/19496591.2019.1631835

Faggella-Luby, M., Gelbar, N., Dukes III, L.L., Madaus, J.W., & Lombardi, A., Lalor, A. (2019). Learning Strategy Interventions for College Students with Disabilities: A Systematic Review of the Literature. *Journal of Postsecondary Education and Disability*, 32(1), 63-81.

Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2019). Support receipt: Effect on postsecondary success of students with learning disabilities. *Career Development and Transition for Exceptional Individuals*, 42(1), 6-16. doi: 10.1177/2165143418811288

Madaus, J. W. (2019). *Transitioning High Ability Students with Autism to College*. Award \$90,000. The Neag Foundation.

Reis, S. & Madaus, J. (2019). *Project Twice Exceptional with Autism Spectrum Disorder (2E-ASD)*. Award \$2,587,924, United States Department of Education, Jacob K. Javits Gifted and Talented Students Education Program.

DANIELA LUCANGELI

Daniela Lucangeli, professor at University of Padua and IARLD Vice President for International Development.

Lucangeli and her team, following IARLD researchers and application, created an Italian network of 30 clinical centres, named "Polo Apprendimento" (LEARNING POLO) able to help children with developmental disorders, their families and their teachers, through the application of a specific method, based on the most advanced scientific research in assessment, prevention, enhancement and rehabilitation. In each Center the multidisciplinary team, composed of professionals in the clinical and educational field, works with the direct supervision of scientific directors and expert consultants of national and international fame.

Researchers and Scientists of the IARLD have been promoting for years the importance of adopting science for PREVENTION, ENHANCEMENT, REHABILITATION of developmental impairment, including learning difficulties. Prevention has not to be seen only as screening but as a synergistic change between all the subjects: family, school, professionals. The aim of all the centres in agreement with PA is therefore to promote effective strategies to help the youngest.

In the Centres of the POLO APPRENDIMENTO specialists are continually updated and monitored by Scientific Directors and expert Researchers. POLO APPRENDIMENTO offers the most competent service in facing children difficulties and overcoming them.

We focus not only on the analysis of cognitive profiles and diagnosis but most of all we employ the best strategies to reach children's full potential maximizing the use of brain functions.

In order to verify the validity of the interventions, were identified criteria to quantify the improvement in the different areas. An improvement must be higher than the one expected from the natural evolution. In this way it is possible to demonstrate the effectiveness of the implemented intervention.

POLO APPRENDIMENTO offers scientific advice to some institutions that (even if they have purposes different from the clinical ones) have activated an educational section to help children with learning

News From IARLD Members

—CONTINUED FROM PAGE 5 (Daniela Lucangeli)

difficulties. These Centres are able to operate directly, with their own expert staff, in specific activities of educational enhancement and homework help.

This year Lucangeli and her team are focusing on children's development.

Development is a dynamic process composed by several steps and stages that connected together allow to achieve the goals and trajectories expected at a specific age. Development trajectories during the first years of life are periods of extreme growth, but also extremely vulnerable, therefore the related development indicators are predictors of wellbeing and, above all, they are predictors of a typical development which leads to scholastic success.

Interventions performed in early childhood represent an effective way to prevent learning difficulties and to promote healthy development, however, to be effective, they must take into account domains of atypical development as well as child's strength.

The early childhood years are the time when development and learning are more rapid; the experiences of this period of life form the basis of future skills development. The educational programs, carried out in early childhood between 0-5 years, are the pillars of physical, social, cognitive, emotional and linguistic development; their function is fundamental for the development and maintenance of self-care.

As a matter of fact, the evaluation of teachers, concerning the development of children, represents a fundamental element for specialist evaluation and can strongly help in identifying the major developmental disorders in a useful time that allows children to benefit from

rehabilitation and strengthening services.

in 2018 Lucangeli and his team created a new school model "B612". The aim of this project is to test a new educational-didactic model in order to investigate and verify the possibility of reaching the Psycho-physical-social well-being of each child, with the aim of preventing specific learning disorders.

The school activities planning is composed of three basic stages: exposure, facilitation and help.

The exhibition allows the child to gain experience every day through different activities that stimulate motivation and curiosity.

In the facilitation stage the educator foresees different forms to present activities and materials so to allow each child to easily interact with the task.

The help allows the child to learn through an appropriate method of intervention of the teacher who builds learning on the basis of the peculiarities of the child. At this stage, the teacher should calibrate the kind of help offered making learning fluid and effective.

Actions:

Centres and schools that enter into an agreement with (che sottoscrivono un accordo **spero di aver inteso bene**) PA help young children and children with development difficulties by using methods and strategies that refer to the most advanced scientific research. Centres in agreement with PA also offer:

- FOR FAMILIES : individual help, counseling, training;
- TO TEACHERS: individual counseling, training, monitoring, research / action;

- FOR PROFESSIONALS IN PREVENTION, ENHANCEMENT AND REHABILITATION: individual help, training, counseling, monitoring;
- A rigorous and scientifically validated method of intervention. The university researchers are the link between the results of research and their application.
- Competent experts in each areas of intervention: helping a child in mathematical calculation is different from enhancing his or her method of study or helping him / her in understanding a text or helping him / her in quick reading.

In recent years it has been confirmed that a good relationship between the child and the expert educator:

- allows the enhancement of cognitive skills;
- changes the communication skills with the adult;
- reduces the vulnerability and increases the motivation to overcome difficulties.

THOMAS G. WEST

News from IARLD Member Thomas G. West, March 2020

As many members and fellows know, Tom West has long been a strong proponent of systematic research into the talents and special strengths often seen among dyslexics and others with various learning disabilities. This is the focus of his three books, *In the Mind's Eye*, *Thinking Like Einstein* and *Seeing What Others Cannot See*.

In recent months, there has been increasing evidence that this position is being given more and more serious consideration within the worlds of science and business as well as other fields. In June of last year, he was invited to speak at a conference in Stockholm, Sweden, where a representative of the Nobel Prize Foundation (Gustav Kallstrand) stated, "As far as I know there are no Nobel Prize recipients who have ever said that they have succeeded 'despite' their dyslexia." Rather, "they all say, 'thanks for it.'" This is a pattern often seen. For example, West knows well a family in the UK where, over five generations, there are many visual thinkers, many diagnosed dyslexics and four winners of the Nobel Prize in Physics.

Last November, West gave a talk for the annual conference of the International Dyslexia Association with the title: "Businesses Want Dyslexic Strengths in the Age of AI." Surveys by the World Economic Forum (well known for their Davos conferences) have indicated major changes in the skills now wanted by employers. In recent reports prepared by EY (formerly Ernst and Young, management consultants) based on the WEF findings, show that what employers want now and in the near future are the

traits and skills common among dyslexics. Basically, in the age of deep learning, AI, and ubiquitous computing, the machines will do the lower level clerical data retrieval, processing and conventional academic tasks -- while employees will be required to do high level tasks involving creativity, innovation, scientific data visualization and big picture thinking.

Thus, remarkably, many current trends seem to favor those with dyslexia and certain learning disabilities. West now tells young dyslexics, "the things you have trouble with are becoming less and less important in the global economic marketplace." But "the things that many of you are good at are becoming more and more valuable in the global economic marketplace."

The world of medicine and biology seem to favor high level innovation and discovery by dyslexics. A recent Nobel Prize winner is Carol Greider for her work on telomeres. As a student she was in special education classes and thought she was stupid. West has written about dyslexics who have been very successful and recognized as major innovators in the fields of pediatric surgery (Marc I. Rowe, MD) and molecular biology (William J. Dreyer, PhD, of Caltech). In recognition of the value of West's research and writing, West's books and papers have recently been deposited in a permanent archive in the History of Medicine section of the US National Library of Medicine, on the campus of the National Institute of Health in Bethesda, Maryland. For more information, please contact: thomasgwest@gmail.com.

Thomas G. West is the author of "Amazing Shortcomings, Amazing Gifts: Beginning to Understand the Hidden Talents of Dyslexics," *Asian Pacific Journal of Developmental Differences*, inaugural issue, January 2014. West is also the author of the now classic *In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics and the Rise of Visual Technologies* (Prometheus Books), selected as one of the "best of the best" for the year by the American Library Association (one of only 13 books in their broad psychology, psychiatry and neuroscience category, selected from some 6000 reviewed books). *In the Mind's Eye* was published in Japanese translation as *Geniuses Who Hated School*. A Chinese translation was published in 2004 and a Korean translation was released in 2011. The second edition (2009) includes a Foreword by Oliver Sacks, MD, who says "*In the Mind's Eye* brings out the special problems of people with dyslexia, but also their strengths, which are so often overlooked. . . . It stands alongside Howard Gardner's *Frames of Mind* as a testament to the range of human talent and possibility."

West has provided presentations for scientific, medical, art, design, computer and business groups in the U.S. and 19 foreign countries.