



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 21 (1) 2021

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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,

I hope you are all healthy and safe as most countries around the world are running a third wave of the COVID pandemic. Hopefully, the increased availability of vaccines will soon mark the end of the pandemic that affected almost everybody around the world, although the process is rather slow. World data indicate that as of March 28, 2021, only 1.56% of the total population has been vaccinated. These numbers are certainly far from encouraging. Nevertheless, they signal the opening of the world to outside activities, and most countries have announced progressively less restrictive environments as well as the opening of social activities such as dining, shopping, and other. Despite the not so good news, the good news is that our 2021 IARLD conference will take place using a virtual only format between October 29-31 of 2021. The chair of the conference is Professor Diane Bryant, and we are contemplating having Professor Lee Swanson as the William Cruickshank memorial lecturer. Please visit our website at www.iarld.com where, within the

next two weeks, our webpage will be populated with more information on the call for proposals, instructions for submissions, deadlines, etc. As you are now probably aware, we opted against holding our 2021 conference in Spain, but it is our plan to be hosted at the University of Oviedo in 2022. Hopefully in-person attendance will be possible at the end of the pandemic.

Please do not forget to address all your news, updates, and important achievements and works to our newsletter editor Deborah Reed, Ph.D., (Email: deborah-reed@uiowa.edu) to keep us up to date. Currently, our newsletter is the most important contact means we have with our members.

Also, please do not forget to consider our flagship journal, the *International Journal for Research in Learning Disabilities*, for your research works. Our Editor, David Scanlon, Ph.D., is doing exceptional work reviewing and revising research works that are appropriate for our field and within a timely manner. Please contact David at david.scanlon@bc.edu for further information.

Again, I am very excited we will get together in 2021 during our virtual conference, and please visit our website for more information in the next few weeks. The call for proposals will run in May 2021, and decisions on accepted proposals will be emailed by June so that our October meeting will be possible. Until then, please stay healthy, be safe, and my warmest wishes for a challenging but prosperous and productive year.

Warmest Regards,

Georgios Sideridis, Ph.D.

Committee Report

TREASURER'S REPORT

Treasurer's Report, Spring 2021
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 2020 and the end of the calendar year, \$1,260 in membership dues were paid (in 2020, total dues paid amounted to \$6,840). As of mid-March of 2021, \$4650 in dues have been paid (note that this includes 2021 dues as well as those in arrears). Notices of dues were sent out in January; a reminder email will be sent at the beginning of April. Thank you for your diligence in remitting your payments.

As of March, 2021, the balance in our business account is \$9,263.30. There are also two Certificates of Deposit with balances totaling \$28,393.87 currently held at Bank of America.

2021 IARLD VIRTUAL CONFERENCE

*Save the
Date*

**OCTOBER 29TH THROUGH OCTOBER 31ST
CONFERENCE CHAIR: DR. DIANE BRYANT
CALL FOR PROPOSALS COMING MAY 2021**

News From IARLD Members

LINDA MASON

Award Announcement



The Council for Exceptional Children (CEC) announced the winners for its 2021 CEC Professional Awards ceremony virtually at CEC's Learning Interactive Virtual Event (L.I.V.E.) on March 8-13, 2021. The awards, which are peer-nominated and awarded annually, recognize those working in the field of special education for their exemplary contributions.

Dr. Linda Mason, Endowed Director, Kellar Institute for Human Disabilities at George Mason University received the CEC Special Education Research Award. This award recognizes an individual whose research has made significant contributions to the education of children and youth with exceptionalities.

Congratulations to Dr. Mason.

News From IARLD Members

KAREN WALDIE

Corkin, M. T., Peterson, E. R., Henderson, A. M. E., Waldie, K. E., Reese, E., & Morton, S. M. B. (2021). Preschool screen media exposure, executive functions and symptoms of inattention/hyperactivity. *Journal of Applied Developmental Psychology, 73*, 101237. doi:10.1016/j.appdev.2020.101237

Neumann, D., Peterson, E. R., Underwood, L., Morton, S. M. B., & Waldie, K. E. (2021). Exploring the factor structure of the NIH Toolbox Cognition Battery in a large Sample of 8-Year-old children in Aotearoa New Zealand. *Journal of the International Neuropsychological Society, 1-10*. doi:10.1017/s1355617720001265

Buckley, J., Peterson, E. R., Underwood, L., D'Souza, S., Morton, S. M. B., & Waldie, K. E. (2020). Socio-demographic and maternal health indicators of inhibitory control in preschool age children: Evidence from growing up in New Zealand. *Longitudinal and Life Course Studies, 11*, 181-201. doi:10.1332/175795919x15746664055477

Slykerman, R. F., Budd, C., Thompson, J. M. D., Bekker, M., Buckley, J., Wall, C., . . . Waldie, K. E. (2020). Physical activity, sleep, body mass index, and associated risk of behavioral and emotional problems in childhood. *Journal of Developmental and Behavioral Pediatrics, 41*, 187-194. doi:10.1097/dbp.0000000000000754

Slykerman, R. F., Thompson, J. M., Coomarasamy, C., Wall, C. R., Waldie, K. E., Murphy, R., & Mitchell, E. A. (2020). Early adolescent physical activity, sleep and symptoms of depression at 16 years of age. *Acta Paediatrica* (Oslo, Norway : 1992), *109*, 1394-1399. doi:10.1111/apa.15140

Craig, A. G., Thompson, J. M. D., Slykerman, R., Wall, C., Murphy, R., Mitchell, E. A., & Waldie, K. E. (2020). The father I knew: early paternal engagement moderates the long-term relationship between paternal accessibility and childhood behavioral difficulties. *Journal of Family Issues, 0192513x2098012*. doi:10.1177/0192513x20980128

Waldie, K. E., Badzakova-Trajkov, G., Park, H. R. P., Zheng, Y., Neumann, D., & Zamani Ferooshani, N. (2020). The cognitive and neural correlates of written language: A selective review of bilingualism. *Journal of the Royal Society of New Zealand, 51*, 1-16. doi:10.1080/03036758.2020.1779093

D'Souza, S., Underwood, L., Peterson, E. R., Morton, S. M. B., & Waldie, K. E. (2020). The association between persistence and change in early childhood behavioural problems and preschool cognitive outcomes. *Child Psychiatry and Human Development, 51*, 416-426. doi:10.1007/s10578-019-00953-x



JAMES CHAPMAN

Chapman, J.W. (2020). Summer learning loss in reading? Not necessarily. *Nomanis, December*, 36-38.

Chapman, J.W. (2020). Why do words count? *New Zealand Principal, November*, 17-19.

Chapman, J.W. (2020). Learning to read is about words AND mind. *Learning Disabilities Australia Bulletin, 52(2)*, 10-13.

News From IARLD Members

THOMAS G. WEST

In recent months, IARLD Member Thomas G. West finds that he has continued to be as busy as ever in spite of the pandemic. He has been asked to deposit his three books, blog postings, and research papers in a permanent archive for the History of Medicine section of the U.S. National Library of Medicine, NIH. One of his major activities has been to prepare an explanatory descriptive listing of publications, presentations, and events that now runs to over 60 pages (available in the blog given below). The overall focus of the collection is the recognition over recent years of the connections between increasingly powerful computer graphic systems and a renewed interest in visual thinking among highly creative scientists along with the distinctive visual strengths often seen among dyslexics and other different thinkers.

This review of invited presentations and workshops over some 30 years indicates the serious interest in these trends by an extremely diverse range of organizations and disciplines in multiple countries. The broad and enduring interest in these topics is further indicated by the reissue in 2020 of a Third Edition of West's first book, *In The Mind's Eye*. With 29 years in print, the book continues to be what they call in the trade an "evergreen," a book that never stops selling. The two previous revised and expanded editions each contain Epilogues with some 40-50 pages of new material.

Another indicator of continuing interest in these topics is that in recent months, West has been asked to join a global network, based in Stockholm, Sweden, of those with high interest in the strengths and talents of dyslexic children and adults (especially seen as an advantage in a time of ubiquitous computing and AI). This network includes researchers, advocates, and academics from Oxford, Cambridge, and Sheffield universities in the UK as well as individuals associated with the Nobel Prize Foundation in Stockholm and a former advisor to the Swedish Royal Family. The 8th meeting of the group is to be held (via Zoom) in March 2021, including network members from The Netherlands, Singapore, Iran, the US and the UK. This network provides evidence that the interest in dyslexic strengths is global and continues to be a main focus of many researchers and practitioners (although these views continue to be debated by certain groups). In October and November, West gave talks (via Zoom and related technologies, recorded and/or live) for groups based in Amsterdam and Cairo along with a group in the Washington, DC, area as well as the International Dyslexia Association annual conference (previously planned for Denver, Colorado, later made virtual). Blog: inthemindseyedyslexicrenaissance.blogspot.com. Email: thomasgwest@gmail.com.

DANIELA LUCANGELI

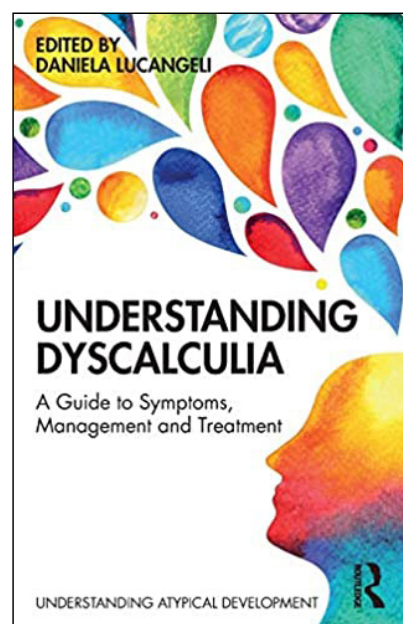
Benavides-Varela, S., Callegher, C. Z., Fagiolini, B., Leo, I., Altoè, G., & Lucangeli, D. (2020). Effectiveness of digital-based interventions for children with mathematical learning difficulties: A meta-analysis. *Computers & Education*, *157*, 103953.

Re, A. M., Benavides-Varela, S., Pedron, M., De Gennaro, M. A., & Lucangeli, D. (2020). Response to a specific and digitally supported training at home for students with mathematical difficulties. *Frontiers in Psychology*, *11*, 2039.

Sella, F., Lucangeli, D., Cohen Kadosh, R., & Zorzi, M. (2020). Making sense of number words and Arabic digits: Does order count more?. *Child Development*, *91*, 1456-1470.

Sella, F., Lucangeli, D., & Zorzi, M. (2020). The interplay between spatial ordinal knowledge, linearity of number-space mapping, and arithmetic skills. *Cognitive Development*, *55*, 100915.

Lucangeli, D. (Ed.). (2020). *Understanding dyscalculia: A guide to symptoms, management and treatment*. Routledge.



News From IARLD Members

BELGIAN UPDATE

1. MATHEMATICAL ABILITIES IN DEVELOPMENTAL DISABILITIES

Annemie Desoete (Gent University and at Artevelde University of Applied Sciences in Gent, Belgium) and Petra Warreyn (Gent University) contributed with a special issue on mathematical abilities in developmental disabilities.



2. ADULTS

Moreover, we conducted research on the **impact of learning disabilities in adults**. This resulted a book and a paper, both in Dutch.

Desoete, A., Baccarne, B., Robaeyst, B., Duthoo, W., Haenebalcke, A., Lissens, F., Al Asmar, M., Willems, D., & Brysbaert, M. (2020). *Slagen met dyscalculie in het hoger onderwijs* Borgerhoff & Lamberigts — Owl Press

Lissens, F., Al Asmar, M., Willems, D., Van Damme, J., De Coster, S., Demeestere, E., Maes, R., Baccarne, B., Robaeyst, Duthoo, W., & Desoete, A. (2020). Het stopt nooit...De impact van dyslexie en/of dyscalculie op het welbevinden en studeren van (jong)volwassenen en op de transitie naar de arbeidsmarkt: een bundeling van Vlaamse pilootstudies. *Tijdschrift voor Logopedie*, 2020/6, 10-28.

From this study it became very clear that having dyslexia or dyscalculia made looking for a job rather difficult. There were a lot of barriers resulting in unfair chances due to too much text that has to be read quickly, the need to spell correctly, and mental arithmetic that becomes important to succeed in tests given by recruiters. Collectively, these barriers made recruiters miss individuals' "hidden potentials."

We made the "dysccaperoom" (in Dutch) to experience the problems adults with dyslexia and dyscalculia might have with the tests recruiters given them, making them not able to show themselves from their best side. This experience was tested at the day of science on 22/22/2020. If you understand Dutch, you can try it yourself:

https://ghentunipss.eu.qualtrics.com/jfe/form/SV_8dC6fczKJ9YK7e5

<https://www.dagvandewetenschap.be/activiteiten/universiteit-gent-dyscaperoom-ervaar-solliciteren-met-leerstoonissen-on-demand>

3. COVID LEARNING AT HOME

We also conducted a study on the impact of **COVID-19 learning at home** on children with and without learning disabilities. See the report of phase 1 and 2: <https://www.ugent.be/nl/actueel/thuis-onderwijs-covid19.htm>. The results are currently being analyzed more in detail and the results of phase 3 are being compared.

in memoriam

TRIBUTE TO PROFESSOR CK (CHE KAN) LEONG

by Christa van Kraayenoord, IARLD Past President, 2014-2017

Professor CK (Che Kan) Leong passed away on the 30th November 2020. His loss as a scholar in the field of learning disabilities, especially dyslexia, educational psychology, and reading in Chinese and English is immense. He will be remembered for his careful research, his insights into cognition and learning, the impressive number of books and articles he wrote during his career and his contributions to extending his knowledge to other academics, colleagues and students around the world. A person genuinely interested in other people and in others' research work, CK was a mentor to many.

Soon after the International Academy for Research in Learning Disabilities (IARLD) was founded in 1976 CK became a member of the Academy and attended many of its early meetings. As a Fellow of the Academy CK regularly presented at the IARLD conferences. See photo taken in 2003, probably at the IARLD Conference in Bangor, Wales. Just 2 examples of specific presentations across time: CK was part of an IARLD Conference symposium in Valencia, Spain in 2005 – "Word structure affects students' spelling", and with Professors VW Berninger, E.R. Silliman, & R. H. Bahr in a symposium entitled: "Rethinking language and learning disabilities through writing and spelling: Three overlapping perspectives" at the IARLD annual conference at the University of British Columbia, Vancouver in 2015.

In 2005 he was also asked by the Organisers of the IARLD Conference in Valencia, Spain to present the William M. Cruickshank Memorial Lecture. The Lecture was entitled: 'WORD' is a many splendored thing: Lessons from Cruickshank, Cervantes, and others and was published in 2005 in *Thalamus* (now the *International Journal of Research in Learning Disabilities* (IJRLD)), 24(1), 34 – 41. CK loved literature and the great writers. As was typical of CK he enjoyed creating links between people, countries and literature and here, presenting in Spain, he refers to the famous Spanish writer, Cervantes. In the IARLD *Updates* in 2005, Fall Issue, Vol 2(2), 2005-2006, the then President

of IARLD, Professor Lynn Meltzer wrote in her "Reflections on our IARLD Conference, 2005": "A particular highlight of the conference was the Cruickshank Memorial Lecture, delivered by CK Leong, whose seminal research has spanned so many critical cognitive processes and whose research on reading has guided our field. CK provided us with a wonderful overview of recent language and reading research that has guided practice in different parts of the world" (p. 1). See a photo of Lynn thanking CK for his Cruickshank Memorial Lecture in 2005.

CK was a regular contributor to IARLD *Updates* informing the membership of his most recent publications, letting the Academy know of his visits to other universities, and providing reflections of his attendance at various IARLD conferences. He was generous with his compliments and enthusiastic about his engagement with IARLD colleagues and their research.

CK also wrote with IARLD colleagues. One of CK's earliest books, published in 1985, was co-edited with one of the Initial IARLD Charter Founders, Drake D. Duane, who later became IARLD President (1994-1997). The edited volume was: Duane, D.D., & Leong, C.K. (Eds.). (1985). Understanding learning disabilities: International and multidisciplinary views. New York: Plenum Press.

CK also contributed for many years as part of the Executive Board of the IARLD. In the early 2000s CK was the IARLD Vice President for Regional Meetings: Europe, Australia, Africa, & the Pacific Rim. For over 20 years CK was a member of the Committee for Fellows until he stood down from the role in June 2018. This represents a significant and special contribution to IARLD. CK's service to IARLD is something for which the IARLD community is extremely grateful.

CK shared wise words and gave counsel to several Presidents of IARLD and often reminded us of the history of IARLD, of the scholars in the field of learning disabilities and in IARLD who

have preceded us, and of the reasons why things “are the way they are” and/or suggested reasons for change.

With respect to his own postgraduate education and academic career, from 1959, CK spent two years at The University of Queensland in Brisbane, Australia where he received his Postgraduate Diploma in Child Development. He then helped to establish the Research Testing and Guidance Unit in Hong Kong’s Department of Education. He completed his PhD from 1972 to 1974 at the University of Alberta, Edmonton, Canada. In 1969, CK became a faculty member at the Institute of Child Guidance and Development, later renamed the Department for the Education of Exceptional Children at the University of Saskatchewan, Saskatoon, Saskatchewan, Canada. CK remained on the staff at the University of Saskatchewan for 49 years, and for the past 20 years he was a Professor Emeritus and from 2013 a Distinguished Professor Emeritus at the University. During his career CK was a Visiting Scholar at several universities where he often made connections with IARLD colleagues. For example in 2008 he was a Visiting Professor in the Department of Psychology at the University of Hong Kong. CK was also an Honorary Professor at several universities. CK’s last visit to Australia was in 2011 when he visited the School of Education at The University of Queensland where he gave a presentation entitled: “Children comprehending Chinese text as first (L1) and second (L2) language”. IARLD member, Dr Holly Chen and I enjoyed spending time with CK and our colleagues. See photo of Christa van Kraayenoord with CK in 2011 in the School of Education, The University of Queensland, Brisbane, Australia. CK also received many honours from various professional organisations such as the Margaret Byrd Rawson Lifetime Achievement Award from the International Dyslexia Association in 2006. Well-deserved recognition from many!

Members of the Academy will be greatly saddened by the passing of CK Leong. Professor James Chapman, Past President of IARLD 2006-2009, on learning of CK’s death, wrote: “True scholar and a gentleman!”

CK is survived by his wife Theresa and his three children, Daphne, Laurence, and Sonia. The IARLD community extends to the family its condolences and deepest sympathies.

The IARLD community remembers our dear colleague and we celebrate CK’s life. Valé.



2003

CK at IARLD Conference



2005

CK with Lynn Meltzer



2011

CK with Christa Van Kraayenoord

IARLD members’ tributes on the death of IARLD Fellow, C K Leong

From Peter Rosenberger

I have fond memories of CK from the earliest days of IARLD; I think I first met him at the Oxford meeting. What stand out in my memory are his gentlemanly courtesies combined with openness to new acquaintances, but also his strong work ethic and dogged determination when he felt he was right on a controversial point. He will be missed.

From Nicki (Nickola) Nelson

A lovely tribute to a memorable man.

IARLD

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