



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 20 (2) 2020

In This Issue

Message from the President	1-2
Committee Reports	3
IJRLD Updates	3
News from IARLD Members	4-6
IARLD Officers 2019	7

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 and your families good health. As you know now, we are in the midst of the pandemic's explosion. I was looking at the worldwide data from the European Centre for Disease Prevention and Control (ECDPC) and, for October only, the number of COVID-19 cases has been 9,362,536. The number of deaths in the same month was 146,114. In Greece, the COVID-19

cases rates in October compared to March of 2020 increased by 11 times and the number of deaths by 4 times. Needless to say, we are in terrible shape and so are many countries around the world. Governments also have introduced precautionary measures ranging from partial to complete lockdown but they have been, to say the least, unsuccessful, with concomitant problems in the household economies. All these when efforts leading to a vaccine have been met with limited success. However, we need to continue living and working with these new terms and make the best out of these challenging times. To this end, we have been exploring conducting our 2021 conference using a hybrid format that includes both in-person (if possible) and virtual arrangements. If an in-person conference is possible and members have the capacity to travel safely, then, the conference will take place in-person at the University of Oviedo in Spain. I hope that you will agree with me that the location is simply spectacular.

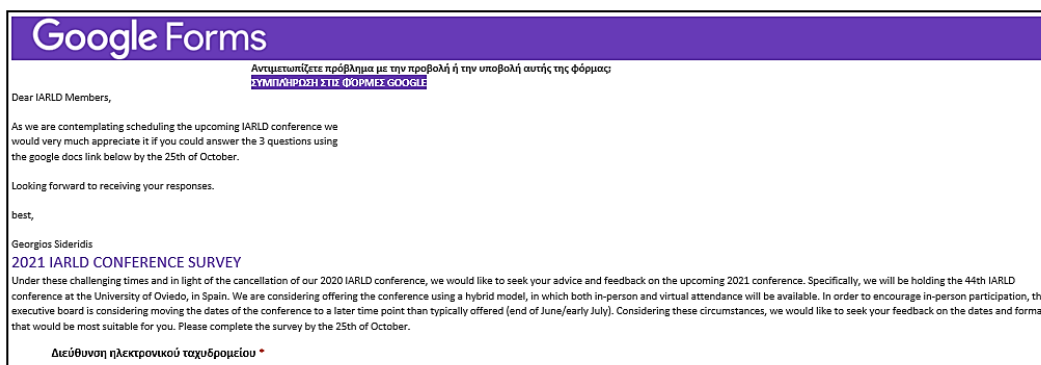
—CONTINUED ON PAGE 2





During our Executive Board meeting at IARLD we have decided to seek a vote from our membership on their thoughts and suggestions about our upcoming conference. Although responses from our members are currently preliminary, the unanimous message that we have received up to today from our colleagues was that: “I would attend/participate in person, if worldwide traveling is possible due to COVID-19.”

However, I do encourage you to take a minute and participate in that poll sent via email to you. Below is a screenshot of a portion of that message:



When you go to the Google Forms site to complete the poll, please note that the first box (in Greek) seeks your email, the button located before the last one (again in Greek) asks whether you would like a summary of the results, and the last button is to submit and complete the process. We will be sending the invite one more time for your information, and please make every effort to respond as it is essential that we seek everybody’s views from around the world.

Also, please address all your news, updates, and important achievements and works to Deborah Reed, Ph.D., our Newsletter Editor (email: deborah-reed@iowareadingresearch.org) to keep us up to date because, currently, our newsletter is the most important contact means we have with our members.

Let me again take the chance to remind you to send your contributions to our Journal, the International Journal for Research in Learning Disabilities. We are always in need of important research works. Please contact our Editor, David Scanlon at IJRLD@bc.edu for further information.

Last, but not least, please make every effort to be safe and stay healthy. We are looking forward to hearing from you and getting together—virtually or in person—during our upcoming conference. In November we will have an Executive Board Meeting where we will finalize our arrangements for that conference. Following the meeting, we will inform everyone of the required information through our website.

Warmest Regards,

Georgios Sideridis, Ph.D.

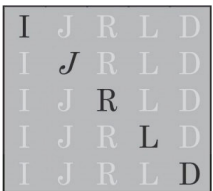
Committee Reports

TREASURER'S REPORT

FELLOWS REPORT

Michal Al-Yagon

There was one application for Fellow in the past year. David Scanlon nominated Deborah Reed, who was accepted as a Fellow in IARLD in spring 2020. Fellows are encouraged to consider who might be nominated to join the academy. Information on nominations can be found on the website: <http://www.iarld.com/home/membership/fellows>.



Treasurer's Report, Fall 2020
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.

In 2020 thus far, \$3,990 in membership dues have been paid; \$1,140 has been paid since the Spring IARLD Update in March. Notices of dues were not sent out during the pandemic. For those who have submitted dues, we thank you for your diligence in remitting payments. For those who would like to retain their membership and are able to pay, may this Update serve as a gentle reminder.

As of March, 2020, the balance in our business account is \$11,033.30. There are also funds from three Certificates of Deposit that are now in a savings account with balances totaling \$27,792.78; these are currently being held at Bank of America.

Updates: David Scanlon

The IJRLD Needs Members' Participation

The IJRLD's impact factor and ranking depend upon citations of articles in the journal. Please help our journal to become a ranked journal by citing articles from past issues when you publish your own work. If every member of the Academy would strive to cite at least one IJRLD article annually our status would increase dramatically.

Please also encourage your colleagues who are not members of the Academy to read the journal. All past issues are posted on the Academy website.

The IJRLD is Seeking Guest Reviewers

In the next year the Editorial Board of the journal will be expanded.

We seek reviewers from a range of expertises, but are in particular need of those qualified to review research on beginning reading or studies employing advanced statistical analyses. If you have interest in being invited to join the Board please contact David Scanlon, editor, at IJRLD@bc.edu and volunteer to first serve as a guest reviewer.

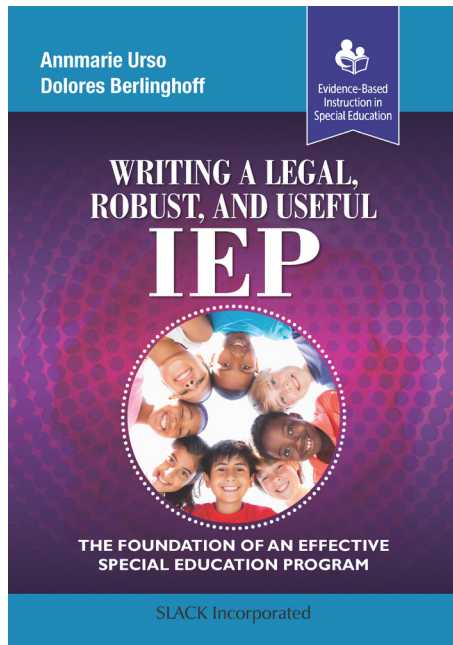
Be Sure Your Mailing Address is Current

The next issue of the IJRLD will be mailed in January. It will be mailed to the most recent address you have on file with the Academy.

If your address needs to be updated (did you receive your issue last January?) contact the President's Office before December. New international mailing standards require that ALL addresses include a "postal address," meaning a street, house, or box number (university building names are not sufficient), and a postal code or delivery zone number (if there is one).

News From IARLD Members

ANNMARIE URSO



Annmarie Urso has a new book in press with co-author Dee Berlinghoff, "Writing a Legal, Robust, and Useful IEP" from Slack, Inc. The book will be available early next year.

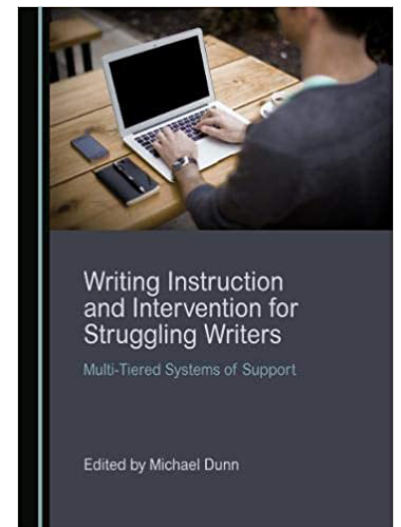
MICHAEL DUNN

Dunn, M., Miller, D., Stair, M., & Welsh-Griffin, H. (2020). Glimpses inside the minds of young writers: How children plan texts with art. *Journal of Research in Childhood Education*. <https://www.tandfonline.com/doi/full/10.1080/02568543.2020.1743395>

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>

Dunn, M. W. (Ed). (2020). *Writing instruction and intervention for struggling writers: Multi-Tiered Systems of Support*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. 978-1-5275-4179-5 <https://www.cambridgescholars.com/writing-instruction-and-intervention-for-struggling-writers>



MONIKA ŁODEJ

Łodej, M. (2020). Application of inclusive design principles to testing EFL dyslexic students. *Neofilolog*, 54(1), pp 27-45. https://pressto.amu.edu.pl/index.php/n/article/view/22421/21336?fbclid=IwAR0k5GY576FmUMVjUNUSqmUjLjFSLK1PYHooUqKhLLsXTHRIhGPufVX_q0

Łodej, M. (2019). Testing EFL students with dyslexia: classroom approaches to inclusion with special reference to the Polish educational context. *Philological Studies at Jan Kochanowski University*, 32, pp. 323-342. <https://studiafilologiczne.ujk.edu.pl/gb/view/438>

ELAINE SILLIMAN

Bahr, R. H., Silliman, E. R., & Berninger, V. W. (2020). Derivational morphology bridges phonology and orthography: Insights into the development of word-specific spellings by superior, average, and poor spellers. *Language, Speech, and Hearing Services in Schools*, 51, 640-654.

KAREN WALDIE

Galvin, A., Davis, G., Neumann, D., Underwood, L., Peterson, E. R., Morton, S.M.B., & Waldie, K. E. (2020). Risk factors associated with language delay in preschool children. *International Journal for Research in Learning Disabilities*, 4(2), 35-52. <https://doi.org/10.28987/ijrld.4.2.35>

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(2), 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: JDBP*, 41(3), 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(7), 1394-1399. doi:10.1111/apa.15140

Waldie, K. E., Badzakova-Trajkov, G., Park, H. R. P., Zheng, Y., Neumann, D., & Foroushani, N. Z. (2020). The cognitive and neural correlates of written language: a selective review of bilingualism. *Journal of the Royal Society of New Zealand*, 16 pages. 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(3), 416-426. doi:10.1007/s10578-019-00953-x

DANIELA LUCANGELI

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

According to the IARLD guidelines, Professor Lucangeli and her team have established a help desk to ensure the well-being of our citizens during Covid-19 pandemic.

Emotions are mental and physiological states associated with psychophysiological modifications and internal or external stimuli, whether natural or learned. Their function has an evolutionary value and consists of making the individual's reaction more effective.

Scientific literature tends to separate the concept of emotion (emotion, from the Latin e-movere,

meaning "to move"), that is the physiological activation of the body, from that of feeling used to indicate the psychological management related to emotions (Berridge, 2018). However, these two aspects of emotions are intrinsically interconnected. It would be a mistake to consider physiological activation as an exclusively unconscious process and psychological elaboration as a fully conscious process. Their activation is linked to long-term goals within the social context, and they are linked to more physically evolved brain areas such as the medial prefrontal cortex (Gilead et al., 2016).

But what is pain and who feels it? We all feel and perceive it; we all know well that the pain perceived after a part of our body is pinched

is not perceived by that part only, but by our whole. Pain-related information is a flow in which the entire living organism intervenes to respond to what is suffering. That is, by perceiving that the whole self is endangered by a certain stimulus. Pain is the means by which our body informs us, through the activation of biological, psychological, and social mechanisms, that something hurts us.

Many people, in fact, face the emergency living alone, away from their families of origin or from their circle of friends, as required by social interactions. This can be an important factor of discomfort, too often overstretched by increasingly worrying news coming from the media and from the continuous changes in the

News From IARLD Members

—CONTINUED FROM PAGE 6 (Daniela Lucangeli)

emergency containment procedures. Furthermore, the closing of schools and shops can generate stressful moments during prolonged cohabitation without external contacts, while concerning about the future and the difficulties in managing the present. The concern about the future and the difficulties in managing the present fall back even in terms of economic, social, and relational planning.

Among the various services, schools especially are forced to carry out a Copernican revolution in a very short time and, often, with limited resources. Primary and secondary school teachers must fully convert their face-to-face teaching action into a remote (online) one. In a situation like this, it is not only the medium that changes but the nature of the educational relationship, which is now mediated by a screen. The problem arises for all students, but especially for those who need special attention because they are already disadvantaged. This involves major inconveniences for children, adolescents, and families, but also for teachers, who have to face unforeseen and often not agile conditions for carrying out educational and learning activities in a genuinely relational and favourable context.

Based on these needs and criticalities, therefore; the idea emerged to provide some online and free-of-charge services to the population, with different specificities and skills according to the requests. We are open to the online psychological listening point of emergencies, and open to the population of adults, families, individuals, couples who feel the current condition as a moment of discomfort. Constantly living with family can be tiring and lead to

discontent. It can be an uncontrolled transmission of negative thoughts and feelings. Confronting in a more neutral context can, on the other hand, allow the possibility of a freer and more authorised space to communicate oneself and other possible discomforts and doubts, in the awareness that it is really important to talk about what is going through our minds in these times and what is worrying or saddening us.

Didactic and Digital: Towards a Conscious Transformation

This training course will provide a framework of theoretical and practical aspects in the use of digital teaching at school, in order to promote innovation in the optimal pedagogical methods and practices through a specific training of school staff. The training course started from the difficulties that emerged during the COVID-19 pandemic with the use of distance learning, in response to the training needs expressed by many schools across the country through the study of 7 thematic areas. During the video-lessons, various aspects will be explored, with attention to the relationship between learning and emotions in teaching and to how these can be supported by technology, maintaining a strong interactive educational relationship between teacher and students and between students in peer relations.

The training course is based on three key points: understanding, study, and experimentation. During the video-lessons the lecturers will address the thematic areas from an explanatory point of view, favouring the understanding of the different learning functions in the digital context, followed by quizzes that allow the verification of

learning from the theoretical point of view of the matter. The cognitive, emotional-motivational, relational, and neural aspects underlying the various digital teaching methods and tools will be explored during the study of every single article and will be discussed in a laboratory context that favours the experimentation of contents. In addition to favouring the comparison and manipulation of didactic contents, the laboratory activity has as its ultimate goal the creation of a collection of specific cards, aimed at clarifying the semantics of digital terminology, summarising for each term its impact on the learning functions.

The project, therefore, acts as a practical and applicative reference point, combining frontal training with laboratory accompaniment diversified by target age groups, which constitutes an important added value in order to enhance the practical skills of course users, also providing a glossary that can be shared and used by the wider national school community.

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

Annemie Desoete
annemie.desoete@arteveldehs.be

Linda Mason
lhason12@gmail.com

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