



*International Academy for Research in Learning Disabilities*

*34<sup>th</sup> Annual IARLD Conference*  
*Miami, Florida, USA*  
*January 14 - 16, 2010*



The 34th Annual IARLD Conference at the  
*Sonesta Bayfront Hotel in Coconut Grove*  
was organized in cooperation with  
the University of Miami  
School of Education



Conference Chair

~

Marjorie Montague

*Dr. Montague would like to thank the following individuals ~  
Sharlene Pont, Maria DeSimone, Samantha Dietz, Amanda Meliá de  
Alba, Al Kleinberg, Alma Mathews, Madelin Sosa, and Luis Sarduy*



*INTERNATIONAL ACADEMY FOR RESEARCH IN  
LEARNING DISABILITIES*

*34<sup>th</sup> Annual IARLD Conference  
Miami, Florida, USA  
January 14 - 16, 2010*

*Brief Program*

SONESTA BAYFRONT HOTEL COCONUT GROVE  
Biscayne and Grove Ballrooms - 8<sup>th</sup> floor

Thursday, January 14, 2010

9:00 - 2:00            **Optional City of Miami/Miami Beach Tour**  
*Participants must be pre-registered.*

4:30 - 6:30            **Executive Board Meeting - To be announced**

7:30 - 10:00         **Executive Board Dinner - To be announced**

Friday, January 15, 2010

8:00 - 8:30            **Registration and Continental Breakfast - Biscayne Ballroom B**

8:30 - 8:45            **Opening Remarks and Greetings - Biscayne Ballroom A**  
*James Chapman, President*

8:45 - 10:45         **Symposium - Biscayne Ballroom A**

**Promoting Resilience through Self-understanding, Self-**

**concept, and Executive Function Strategies: An International Perspective**

*Chair: Lynn Meltzer*

*Presenting Authors: Lynn Meltzer, Judith Wiener, Nola Firth, Tami Katzir*

*Participants: Paul Badali, Surina Basho, Jillian Haydicky, Maia Noeder, Ranjini Reddy*

10:45 - 11:00      **Refreshment Break** - *Biscayne Ballroom B*

11:00 - 12:30      **Symposium** - *Biscayne Ballroom A*

**Automaticity and Learning Disabilities**

*Coordinator: Carol Goldfus*

*Presenters: Elisabeth H. Wiig, Carol Goldfus*

*Discussant: Malka Margalit*

12:30 - 2:00      **Lunch** - *Biscayne Ballroom B*

2:00 - 4:00      **Symposium** - *Biscayne Ballroom A*

**Results of Three IES-Funded Intervention Studies to Improve Students' Mathematics Achievement**

*Coordinator: Marjorie Montague*

*Presenters: Asha Jitendra, Brian Bryant, Diane Bryant, Marjorie Montague*

4:00 - 4:15      **Break /Poster Set-up**

4:15 - 5:45      **Poster Sessions (Wine & Cheese)** - *Grove Ballroom*

7:30 - 10:00      **Banquet Dinner** (*Ticketed – Limited Seating*) - *Biscayne Ballroom B*

Saturday, January 16, 2010

8:00 - 9:00      **Registration and Continental Breakfast** - *Biscayne Ballroom B*

9:00 - 11:00      **Symposium** - *Biscayne Ballroom A*

**The Role of Verbal and Visuospatial Working Memory in  
Mathematical Disabilities**

*Coordinator: Cesare Cornoldi*

*Presenters: Marcia Barnes, Alba Agostino, Paul Swank, H. Lee Swanson,  
Irene C. Mammarella, Daniela Lucangeli, Cesare Cornoldi Discussant:  
Tracy Packiam Alloway*

11:00 - 11:15

**Refreshment Break** - *Biscayne Ballroom B*

11:15 - 12:15

**Cruickshank Memorial Lecture** - *Biscayne Ballroom A*

**Reading Comprehension and Students with LD: Past, Present,  
and Future**

*Janette Klingner*

12:15 - 1:30

**Lunch** - *Biscayne Ballroom B*

1:30 - 2:30

**Roundtables**

A. *Grove Ballroom A*

**Response to Intervention: Issues and Practices Related to  
Students with Learning Disabilities and Their Teachers**

*Christina E. van Kraayenoord, Peter Rosenberger, Doris J. Johnson*

B. *Grove Ballroom B*

**Next Stage in Resilience Approaches for Children with LD  
And ADHD: Therapeutic and Educational Implications**

*Hana Tur-Kaspa, Lynn Meltzer, Malka Margalit, Orly Idan*

C. *Biscayne Ballroom A*

**Special Talents Among Dyslexics: Do They Exist? Should  
They Be Researched?**

*Thomas G. West, John Hagen, Peter Rosenberger, Rosemary Tannock*

D. *Biscayne Ballroom B*

**Transition Issues for Students with LD**

*David Scanlon, Wendy Cavendish, Raymond Rodriguez*

2:30 - 5:00

**Afternoon Refreshments** - *Biscayne Ballroom A*

2:45 - 4:45

**Symposium - Biscayne Ballroom A**

**ADHD: Cognitive/Learning and Medical Issues in Children,  
Adolescents and Young Adults**

*Coordinator: Elisabeth H. Wiig*

*Presenters: Lynda Katz, Franklin Brown, Niels Peter Nielsen,  
Rosemary Tannock, Elizabeth Wiig, George Pavilidis, P. Samaras*

*Discussant: Peter Rosenberger*

4:45 - 5:15

**Think Tank/Business Meeting - Biscayne Ballroom A**

Symposia Abstracts

**IARLD Symposium**

*January 15, 2010*

*8:45 – 10:45 - Biscayne Ballroom A*

**Promoting Resilience through Self-understanding, Self-concept,  
and Executive Function Strategies: An International Perspective**

**Symposium Chair:** Lynn Meltzer

**Presenters:**

Lynn Meltzer  
Judith Wiener  
Nola Firth  
Tami Katzir

**Participants:**

Paul Badali  
Surina Basho  
Jillian Haydicky  
Maia Noeder  
Ranjini Reddy

This symposium will address a variety of perspectives and research methodologies relevant to the roles of cognitive, affective and social processes in promoting self-confidence, resilience and improved academic performance in students with learning disabilities. Presentations will cover a range of developmental ages and domains in different countries. Discussion will emphasize the importance of moving towards a multidimensional paradigm that addresses the interactions among self-understanding, self-concept, effort, executive function processes, resilience, and academic success.

**IARLD Symposium**  
*January 15, 2010*  
*11:00 - 12:30 - Biscayne Ballroom A*

## **Automaticity and Learning Disabilities**

**Coordinator:** Carol Goldfus

**Presenters:**

Elisabeth H. Wiig  
Carol I. Goldfus

**Discussant:**

Malka Margalit

This symposium examines automatic processing in learning. The first presenter will review a decade of research, including neuroimaging, with the AQT Color-Form Naming tests in normal and non-normal populations (ages 5-85). It will address whether cognitive speed is determined by inherent neurological factors, by education or by a combination of these. The second

presenter will discuss the use of two non-verbal tasks to determine whether people with dyslexia suffer from a deficit in a basic mechanism of skill automatization that influences reading. It will address the connection between executive ability, sequence learning measures and some of the abilities required for skilled reading. Recommendations for further research will be discussed.

**IARLD Symposium**  
*January 15, 2010*  
2:00 - 4:00 - *Biscayne Ballroom A*

**Results of Three IES - Funded Intervention Studies to Improve Students' Mathematics Achievement**

**Coordinator:** Marjorie Montague

**Presenters:**

Asha Jitendra  
Brian Bryant  
Diane Bryant  
Marjorie Montague

Results of three studies to improve math achievement of students with math difficulties will be presented. The interventions included a schema-based instructional program to improve proportional reasoning of seventh grade students, an intervention to improve numeracy concepts and skills of first graders, and a cognitive strategy instructional program to improve math problem solving of middle school students. In the first study, students participated in a 6-week intervention in the domain of ratio and proportion. Results will be discussed with regard to the impact of the intervention and the added value of tutoring when compared to the "business-as-usual" condition. The purpose of the second study was to investigate a mathematics intervention that was implemented with 203 first-grade students who were randomly assigned to a treatment or comparison group. The intervention was implemented four days per week in small groups of 4 - 5 students for 21 weeks. Trained tutors employed a standard protocol intervention consisting of



explicit, systematic instruction, concrete-pictorial-abstract representations, and progress monitoring. Results indicated the treatment group outperformed the comparison group on 7 of the 11 outcome measures. In the third study, 20 pairs of middle schools were matched on state assessment performance level and socio-economic status. One school from each pair was randomly assigned to the intervention condition. Solve It!, the intervention, was implemented for seven months and periodic progress monitoring was conducted. The results indicated that students who received the intervention (n = 319) showed significantly greater growth in math problem solving over the school year than students in the comparison group (n = 460) who received typical classroom instruction.

**IARLD Symposium**  
*January 16, 2010*  
*9:00 - 11:00 - Biscayne Ballroom A*

**The Role of Verbal and Visuospatial Working Memory in  
Mathematical Disabilities**

**Coordinator:** Cesare Cornoldi

**Presenters:**

Marcia Barnes  
Alba Agostino  
Paul Swank  
H. Lee Swanson  
Irene Mammarella  
Daniela Lucangeli  
Cesare Cornoldi

**Discussant:**

Tracy Packiam Alloway

Mathematical disabilities in primary school are related to a series of factors. In particular, recent evidence has shown that not only domain specific mathematical weaknesses but also a working

memory deficit could be critical factors. This evidence appears relevant, both for a better knowledge of children's mathematical difficulties and for the early identification and prevention of them. However the concept of working memory is broad and is associated with other cognitive mechanisms, like attention and speed of processing. Furthermore, different verbal and visuospatial working memory components seem to affect in different ways the success in mathematics. The presenters will try to clarify the issues concerning the relationship between working memory deficits (and other associated factors) and mathematical disabilities and to show how the research in the field may have implications for remediation.

**IARLD Symposium**  
*January 16, 2010*  
2:45 - 4:45 - *Biscayne Ballroom A*

**ADHD: Cognitive/Learning and Medical Issues in Children, Adolescents and Young Adults**

**Coordinator:** Elisabeth H. Wiig

**Presenters:**

Lynda Katz  
Franklin Brown  
Niels Peter Nielsen  
Rosemary Tannock  
Elizabeth Wiig  
George Pavilidis  
P. Samaras

**Discussant:**

Peter Rosenberger

This symposium focuses on children, adolescents and young adults with ADHD and covers cognitive/learning and medical issues from different perspectives. The first presentation examines findings that support the hypotheses that those with both AD/HD and LD will have greater executive functioning and psychological difficulties than those with AD/HD alone and examines the hypotheses that those with both AD/HD and LD will have greater executive functioning and psychological difficulties than those with AD/HD alone. The second describes the results of a longitudinal exploratory study of responsiveness to CNS medication in previously untreated adults with ADHD. The third discusses the role of executive function measures in diagnosis and treatment of ADHD. The last describes how ophthalmokinesis can be used for objective and accurate identification of preschoolers at risk for ADHD.

## IARLD Roundtables

*January 16, 2010*

*1:30 - 2:30*

A. *Grove Ballroom A*  
**Response to Intervention: Issues and Practices Related to Students with Learning Disabilities and Their Teachers**

Christina E. van Kraayenoord  
Peter Rosenberger  
Doris J. Johnson

B. *Grove Ballroom B*  
**Next Stage in Resilience Approaches for Children with LD and ADHD: Therapeutic and Educational Implications**

Hana Tur-Kaspa  
Lynn Meltzer  
Malka Margalit  
Orly Idan

C. *Biscayne Ballroom A*  
**Special Talents Among Dyslexics: Do They Exist? Should They Be Researched?**

Thomas G. West  
John Hagen  
Peter Rosenberger  
Rosemary Tannock

D. *Biscayne Ballroom B*  
**Transition Issues for Students with LD**

David Scanlon  
Wendy Cavendish  
Raymond Rodriguez

IARLD Posters

*January 15, 2010*

*4:15 - 5:45 - Grove Ballroom*

1

**Expressive Writing and Reading Comprehension: Comparison of Good and Poor Comprehenders**

Barbara Carretti, Anna Maria Re, Barbara Arfè, & Cesare Cornoldi

2

**A Visuospatial Working Memory Training for Children**

Sara Caviola, Irene C. Mammarella, Cesare Cornoldi, & Daniela Lucangeli

3

### **Improving Expressive Writing Skills of ADHD Children**

Anna Maria Re

4

### **Reciprocal Teaching Plus Self-Monitoring of Strategy Use for Poor Comprehenders: Remedial Index**

Manuel Soriano, Fátima Cheebani, Emilia Soriano, Amparo Ygual, & María Inmaculada Fernández

5

### **Written Expression of Children with ADHD: Preliminary Findings**

Amparo Ygual, Ana Miranda, Manuel Soriano, & Inmaculada Baixauli

6

### **Executive Functioning Implications on Reading Comprehension Difficulties in Children with ADHD**

Ana Miranda, Amanda Meliá de Alba, Inmaculada Fernández, & Rosa Garcia

7

### **How Important are Socially Supportive Behaviors? Exploration of the Relationship between Social Support and Problem Behavior among Adolescents with Learning Disabilities**

Rasa Barkauskiene

8

**Beyond RAN: The Role of Processing Speed in Poor Readers**

Annmarie Urso

9

**An Investigation of the Effectiveness of a CRA Supplementary Calculation Intervention for Upper Elementary Students at Risk for and Diagnosed with Math Learning Disabilities**

Margaret E. Pierce

10

**Are the Effects of a Complex Psychosocial Intervention on the Families of Children with ADHD Maintained?**

Rebeca Seigenthaler Hierro, María Jesús Presentación Herrero, Vicente Pinto, & Ana Miranda Casas

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**Short and Long-term Effects of a Complex Psychosocial Intervention on the Executive Functioning of Children with ADHD**

Rebeca Seigenthaler Hierro, María Jesús Presentación Herrero, Pilar Jara, & Ana Miranda Casas

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**Is Cognitive Strategy Instruction for Teaching Expository Text Comprehension an Evidence-Based Practice?**

Asha K. Jitendra, Meenakshi Gajria, & Clare Burgess

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**Math Problem Solving: Prediction and Evaluation Skills of Eighth Grade Students with LD**

Carly Sweeney

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**Paraphrasing and Visual Representation During Mathematical Problem Solving: An Examination of Students' Problem Representation**

Jennifer Krawec

15

**Construct Validity and Predictive Power of the Math Problem Solving Self-Efficacy Scale**

Jia Huang

16

**The Subtype of Math Learning Disabilities of Primary Students**

Li-Yu Hung & Shu-Li Chen

17

**The Preliminary Study of the Competence-Based Remedial Reading Program for Poor Readers Above the G4**

Hsiu-Fen Chen, Li-Yu Hung, I-Hwey Wu, Mei-Chuan Ku, & Shu-Li Chen

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**Sources of Group and Individual Differences in Emerging Fraction Skills**

Steven Hecht & James D. McKinney

19

**Predicting Reading Outcomes in Spanish and English for Spanish-Speaking Children**

James D. McKinney & Steven Hecht

20

**Loneliness, Virtual Friendship and Internet Communication among Adolescents with and without Learning Disabilities**

Adi Sharabi

21

**Model-Drawing Strategy to Solve Word Problems for Students with LD**

Olga Jerman

22

**Remedial Reading in School and Relations with Literacy Levels of Young Adults: Results for New Zealand from the 2006 Adult Literacy and Life Skills Survey**

James W. Chapman & William E. Tunmer



23

**Closing the Summer Learning Gap for Vulnerable Learners**

John McNamara

24

**Including Students with Learning Disabilities in Secondary Social Studies Classes: A Randomized Field Trial**

Tom Scruggs & Margo Mastropieri

25

**Relationships Between Teachers' Knowledge and Attitudes toward Children with ADHD: Can More Knowledge be Related to More Negative Attitudes or is it a Methodology Issue?**

Nezihe Elik & Judith Wiener

26

**Understanding Intelligibility and Comprehension of Text-To-Speech with Reading Disabled Students**

Todd Cunningham & Esther Geva

27

**Note-Taking and Report Writing Skills in Elementary School Children With and Without a Parent-Reported Diagnosis of Attention-deficit Hyperactivity Disorder and/or Learning Disorder**

Madison Aitken, Ardith Baerveldt, & Rhonda Martinussen

28

**Handwriting Fluency and Written Expression Skills in Children at Risk for Attention Deficit Hyperactivity Disorder**

Rhonda Martinussen, Madison Aitken, Erika Zapparoli, Peter Chaban, & Rosemary Tannock

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**Understanding the Self-Efficacy for Learning Beliefs of Adolescents with and without ADHD**

Ashley Major, Rhonda Martinussen, Clarisa Markel, & Nicole Galati

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**The Relationship Between ADHD Symptoms and Reading Fluency in Elementary School Children**

Julia Ferrari, Rhonda Martinussen, Peter Chaban, & Rosemary Tannock

he 2010 IARLD Conference Committee would like to thank

**Whole Foods Market®** for their donation of the *Better Bags* which hold your conference programs. Whole Foods also contributed bottled water and copies of *The Whole Deal* magazine.

<http://www.wholefoodsmarket.com/>

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— Sheryl Crow

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