
IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Fall Issue Vol. 7 (2) 2005-2006

A MESSAGE FROM THE PRESIDENT

Lynn Meltzer

Reflections on our IARLD Conference, 2005

What an enriching and thought-provoking conference we all enjoyed recently in Valencia, Spain! With members there from all over the world, we had many fascinating discussions and rich exchanges of ideas about the broad range of educational systems in our different countries.

Many, many thanks to **Ana Miranda** and **Marjorie Montague** for chairing and organizing such a wonderful conference and for their tireless efforts over the past year. Thanks, too, to **Marie Demoulier** for her superb organization of the day-to-day conference details. Overall, the enriching program, the intimate conference rooms, the wonderful food, and the fascinating walking tour of Valencia, all contributed to participants' enjoyment of the conference.

Academy members appreciated the many opportunities for discussion and international exchange of ideas by all. The symposia and roundtables allowed longer periods of time for discussion and emphasized broad themes that stimulated an open exchange of ideas. The highly successful poster session, accompanied by a wine and cheese reception, encouraged constructive one-to-one discussions which continued well into the dinner hour. These discussions allowed us to begin to wrestle with a few of the complex and controversial issues that our field faces and reminded us of the importance of maintaining this as a small conference, open to distinguished international scholars.

The four international symposia, roundtables and discussion sessions, as well as the twenty-five poster sessions provided an opportunity to begin a dialogue about the challenges we face as we move into the 21st century. The program covered a broad range of topics including: *Learning disabilities and ADHD; Reading research across different languages and cultures; Longitudinal studies in learning disabilities; Issues affecting high school and college students with LD; Executive Function and metacognition, and Assistive technology for higher education.*

A particular highlight of the conference was the Cruickshank Memorial Lecture, delivered by C.K. Leong whose seminal research has spanned so many critical cognitive processes and whose research on reading has guided our field. C.K. provided us with a wonderful overview of recent language and reading research that has guided practice in different parts of the world. The banquet and delicious lunches provided another relaxing forum for continued discussion as well as an opportunity for extended dialogue.

Our 2006 summer conference will be chaired by Janette Klingner and Marjorie Montague and will be held in Boulder, Colorado. I hope that you will join us and become involved in our international effort to understand and effectively address the needs of all individuals with learning disabilities. I look forward to seeing you all there!

GOALS OF 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 newspaper articles.
- 3) Encouraging *IARLD* Fellows and Members to list the *IARLD* as an additional affiliation on all conference presentations.

COMMITTEE REPORTS

Membership: Addison Stone

Membership nominations have been fewer in number in 2005 compared to 2004. Since January, we have received 6 nominations, compared to 12 during the same time period last year. Three of those 6 nominations have resulted in completed reviews. The new members are: James Booth (Northwestern University, USA), Li-Yu Hung (National Taiwan Normal University), and Sasha Yampolsky (Tufts University, USA). Reviews of two other nominees are underway. The committee members urge *IARLD* members to discuss the Academy with their colleagues and to forward the names of interested individuals.

Fellows: Lee Swanson

New *IARLD* Academic Fellows include: William Tunmer, Lindsay Peer, Eleanor Higgins, Julio Gonzales-Pienda, and Charles Hughes. This membership class is composed of invited members from the world's leadership in the area of scientific study of human problems related to learning disabilities. A maximum of 300 Fellows is allowed in the *Academy*. (See interviews with several of our new Fellows and Members in this issue.)

Student Members: Diane Sawyer

The Committee on Student Members has recommended only one student for membership, Ms. Mika Kataoka (University of Queensland). She was recommended by Dr. van Kraayenoord. Three other students inquired but did not meet the qualifications for consideration that *IARLD* has established.

Student Member applicants are evaluated based on their research orientation to determine their eligibility for membership. *IARLD* Student Members are doctoral students who have a promising career ahead of them and will some day be eligible for membership in the Academy. For additional information or to make a student member nomination, please contact Diane Sawyer at [djsawyer@frank.mtsu.edu].

Student member eligibility:

- Coursework is completed
- Dissertation research is related to LD
- Letter of recommendation from dissertation advisor and a Fellow of the Academy (if these are not the same person)
- Completion of a personal data form
- A list of scholarly contributions

Treasurer's Report: Lynda J. Katz

As of August 31, 2005 there are 207 members registered in the *IARLD*. The balance in the checking account as of August 31, 2005 is \$17,434.63. In addition to the monies in the checking account, there are two CD's with balances totaling \$22,475.77. Invoices will be sent out for 2006 dues this fall. Prompt payment, either by check or credit card, is appreciated.

The 29th Annual Conference in Valencia, Spain was a great success. Total income received from registration fees amounted to 8.100,00 Euros and a grant from the Conselleria de Sanidad (Health Regional Ministry) in the amount of 2.000,00 Euros completely covered the program expenses of 10.100,00 Euros. Congratulations to Drs. Marjorie Montague and Ana Miranda, Program Chairs, and their staffs for a job well done!

LEARNING DISABILITIES AROUND THE WORLD – MEXICO

Rosa del Carmen Flores Macías

In order to speak about the situation of learning disabilities (LD) in Mexico, I will make specific reference to the educational situation within public schools, because they take care of most of the Mexican students.

In 1993, there was an educative reform whereby the concept of special educational needs was adopted in order to compel educational integration. The objective was to diminish the adverse effects of the classification-based system that had prevailed in special education until that time. It was assumed under this new reform that each student has particular needs in education, and that these are independent of any of the student's "incapacities". "Needs" were then classified by evident clinical characteristics such as blindness, deafness, or cerebral paralysis. Under these circumstances, therefore, the term "learning disability" was somewhat shady because, although its existence was recognized there were no clear pointers to decide which students have an LD. The attention to special needs instead of to specific diagnosis, although well-meaning in principle, has negative effects because a great amount of teachers do not base themselves on clear criteria to identify and to support the LD students in the classroom. These teachers choose to demand that parents find a solution. However, the parents frequently do not have direction when doing this and the options they find are not useful. In addition, there is a communication problem between the teachers in the classroom and the specialists (psychologists, special education teachers, therapists, etc.) who are sent to the schools to support the integration of the students with special needs. These professionals receive training with vastly different foci which makes it difficult for them to work jointly towards the solution of the problems. In one study (Macotela, Seda, and Flores, 2000) it was demonstrated that the beliefs among classroom teachers and specialists defer with respect to the educational goals, the teaching

approach, and the evaluation for writing, reading, and mathematics. Health institutions view LD as being caused by a neurological disorder that leads to a series of difficulties related to the learning of academic abilities.

In contrast, public educational institutions do not define LD in any specific way. They speak of the existence of special educational needs and are addressing the identification of the difficulties in activities related to reading, writing, and mathematics. Although the existence of a neurological disorder is not discarded, this antecedent is not considered. They work more by directing the attention to the academic difficulties that limit the access to the school curriculum. Frequently, communication between the school and the health institution is scarce or nonexistent. Unfortunately, a large number of teachers are frustrated because they do not know how to assess or identify LD students, nor are they knowledgeable about specific programs to help them. In the schools, there are many problems resulting from the lack of support for the definition, evaluation and attention to LD's.

Another problem is the confusion of LD with the lack of opportunities in education. This is the case of the immigrating indigenous students who live in conditions of poverty and marginalization, and who generally do not achieve well academically. I think the most serious problem is that many public schools do not have specialized personnel who can make the diagnosis and the adaptation of the educative programs to the needs of LD students, in order to ensure that they have access to the curriculum.

The research that is conducted in Mexico is done with very few resources. A great amount of research in relation to the LD problems is conducted in the National Autonomous University of Mexico. The researchers at UNAM have adopted a vision of LD problems in which the complexity of the identification of a student with learning problems is recognized. A position that has been adopted, since Adelman and Taylor (1986), is the existence of a continuum of severity in the manifestation of the LD, which recognizes the influence of environmental and personal

processes (and the interaction between these processes). Particularly, my research has analyzed the effectiveness of extra-curricular tutorial programs that consider support to social, affective and cognitive problems of the LD students.

In conclusion, it is possible that problems we have are similar to those of other countries. However, our problems are increased due to the lack of human and economic resources and by the deficiencies in public policies shared by the schools, teachers, psychologists, therapists and researchers to assess and to respond to the specific needs of LD students.

References:

- Adelman, H. S., & Taylor, L. (1993). *Learning Problems and Learning Disabilities: Moving Forward*. Pacific Grove, CA: Brooks/Cole
- Macotela, S., Flores, R., & Seda, I. (2000). *Beliefs of Mexican school personnel about the role of the school and the teacher*. The Iberian-American Journal of Education.

BOOK “BRIEFS”

New contributions to the field by IARLD members.

Lindsay Peer has a new book published in October 2005 by David Fulton Publishers – *Glue Ear: An Essential Guide for Teachers, Parents, and Health Professionals*

In a study of 1000 children and adults diagnosed dyslexic, it was noted that 703 experienced Glue Ear (Otitis Media) so badly that they underwent medical insertion of grommets. This is a condition not uncommon in young children, but appears to be far more significant in those labelled dyslexic than in other populations, more than double the number. Further, even when these children have 'grown out' of the condition, they appear to be left with problems of poor short term memory, weaknesses in speed of processing, learning foreign languages, following conversations in a noisy background etc. – a range of difficulties consistent with dyslexia.

This book, written for practitioners and parents, explains a range of interventions offered by current medical practice and proposes ideas for support relevant to educationalists, health professionals, and parents. It discusses the following questions: What is the underlying cause of dyslexia in this sub-group of learners? Should they become Special Educational Needs children or could that be prevented by earlier intervention given knowledge and understanding of possible implications of this prior medical condition? Should this change government policy for intervention?

Diane German has a new book published in May 2005 by Pro-ed, Austin, TX – *The Word Finding Intervention Program, Second Edition (WFIP-2)*

The Word-Finding Intervention Program, Second Edition (WFIP-2) is designed to aid practitioners in planning for individuals challenged with WF in schools and clinics. These learners need a specific dual-focused approach to vocabulary instruction if they are to become automatic in their word usage: (a) vocabulary instruction focused on establishing and storing meanings of target words and (b) instruction in retrieval strategies.

The WFIP-2 provides the specific mnemonic retrieval strategies they need embedded in their vocabulary instruction to enhance word learning. It is based on a threefold model for WF intervention drawn from the literature in the fields of speech and language, learning disabilities, and cognitive science. The model includes: retrieval strategy instruction; WF self-advocacy instruction and WF accommodations

The primary goal of the WFIP-2 is to help learners improve their WF skills across contexts. Because the WFIP-2 has a “life-based” focus, objectives, materials, and contexts are relevant and applicable to the daily life of the learner, applications to everyday situations are embedded in the WFIP-2 lesson plans.

OUTGOING EDITOR OF IARLD UPDATES – LE GANSCHOW

I thoroughly enjoyed my six years as editor of IARLD Newsbriefs (1998-2004). In the first couple of years, I enjoyed the privilege of serving as editor under the guidance of President Susan Vogel, who was instrumental in helping me shape the newsletter by directing it to the international interests of our readers. Then I worked with our current president Lynn Meltzer, who was highly responsive to my ideas for further elaborating the newsletter in the international arena.

At the time I took over as editor, I had recently retired and was in the process of moving to the rather isolated "north woods" of Wisconsin after a 30 year sojourn in Cincinnati. Being wary of the two big changes in my life – retirement and a move – I was looking for ways to stay involved in the field. My interests have always been international, as my major field of research interest has been in foreign language learning in at-risk language learners. Also, I've always enjoyed writing and had experiences editing newsletters in the past. Here was an opportunity to connect with researchers from all over the world, maintain my professional interests, and have fun with the low-keyed nature of an informal publication at the same time. A perfect match for me!

Six years as editor, however, was long enough! Now I'm moving on to other retirement activities, such as visiting our grandchildren, one of whom lives in Luxembourg. I remain loosely tied to the field, though, through serving as an editorial consultant for several journals and participating on an occasional article with my long time friend and colleague, Richard Sparks. Most recently, The International Dyslexia Association asked me to prepare a piece on foreign language learning and learning disabilities/dyslexia as a fact sheet and for their Emeritus series. Former student – and now friend and colleague – Elke Schneider and I recently completed these informal articles.



Some of our members wished to express their thanks and recognition for the work that Le has done for the Academy:

Lynn Meltzer writes: It has been a great pleasure to work with Le Ganschow for the past 3.5 years. Le did an outstanding job as the Founding Editor of *IARLD* Newsbriefs. Her vision, creativity, remarkable organization, and persistence in following up with members, has been remarkable. The entire Academy membership has benefited from the newsletter which has connected us across the world and helped us to keep in touch with one another. Thank you, Le! We will miss you!

Che Kan Leong writes: Dr. Leonore (Le) Ganschow has the wonderful capacity of turning something, or anything, that she does into a thing of beauty and joy. So it was when we first met as board members of the International Dyslexia Association (IDA) some years ago. Working on the committee on student affiliates, she organized it on a very sound footing and attracted a number of graduate students to join IDA, to attend its annual conferences, and to take an active interest in dyslexia research and practice. She also did much more in her other committee activities. So it is in her active membership with the International Academy for Research in Learning Disabilities (*IARLD*) and in her recently relinquished role as editor of *IARLD* Updates, the official newsletter of *IARLD*. In her number of years as editor of *IARLD* Updates Le has turned what could be rather humdrum, matter-of-fact reporting on news of the organization into a publication which is many-faceted and a joy to read. While there is news chronicling events in the field of learning disabilities as reflected by

the activities and publications of members, the Newsletter does much more. It contains mini stories of the academic and other interests of members, and enables all of us to know one another better. In pursuing her stories and subjects, Le is persistent, efficient and yet conveys a sense of good cheer. Members of *IARLD* are indebted to her for her dynamic leadership in Updates and other fields. Even though she has stepped down from the editorship she keeps busy in her many roles as Professor Emerita of Miami University, Oxford, OH, as a wife, mother and grandmother. Also, her love of languages and music (piano being her instrument) should keep her suitably occupied. Le, we extend to you our sincere thanks and best wishes.

Nancy Heath writes: Although I have only been the editor of the *IARLD* newsletter for a few months it is long enough for me to gain a sincere appreciation for all that Le did over the years! Le did a phenomenal job and made it look easy. She developed the newsletter over the years and her innovation of the "LD around the world" column was fantastic. I always felt I learned something from it and hope, as current editor, to be able to maintain this section. When I began as the editor in January 2005, Le mentored me and provided a complete file of all the tasks involved. She was endlessly patient and understanding of my confusion and always willing to help. Thank you, Le, for all you did as editor of the *IARLD* Updates and thank you for all your help as I continue to learn the ropes!

Reflections on the recent 2005 IARLD CONFERENCE in Valencia, Spain

As we have done in previous issues of IARLD UPDATES, we again asked those who attended the recent IARLD Conference in Valencia, Spain to say a few words about their impressions of the conference. A number of members responded.

I wanted to share my thoughts with you about the Spain conference. In one word – “Wonderful!” It was one of the most organized and well run conferences that I have ever attended, particularly one involving international speakers and participants. Ana Miranda and her staff did a truly amazing job! The presentations were first rate and the audience was enthusiastic and responsive. I know that my colleagues from Landmark College were especially pleased with the receptivity toward our symposium and we were very proud to have been part of the conference. **(Lynda Katz)**

The conference in Valencia was absolutely excellent in every way. Ana Miranda and Marjorie Montague put together a superb program that was varied and academically rigorous. There were many opportunities for networking and discussing research with individuals from many different countries. The conference staff catered to our every need very capably. The facilities and food at the University of Valencia were marvelous. As an added bonus, we were located in the centre of the historic city with the major sights right at our doorstep. This conference is one I will always remember because of the outstanding presentations, the beautiful setting, and the wonderful people. **(Judith Wiener)**

IARLD annual conferences are known for their compactness, their fellowship of international colleagues. For the 2005 conference, Ana Miranda and Marjorie Montague organized a stimulating meeting with varied topics for discussion. Held in historic Valencia, founded in 138 BC, presentations included topics on ADHD, LD and mathematics by our host program co-chair and her colleagues, academic intervention combined with pharmacological treatment by the Hospital for Sick Children team in Toronto, round table discussion on executive function organized by the president Lynn Meltzer and joined by her colleagues, cross language reading research, a symposium on spelling organized by Doris Johnson, long-term studies of students with behavioral disorders and at-risk for learning, assistive technology and also a number of interesting poster sessions. As is the tradition, the

conference concluded with the Cruickshank Memorial Lecture. This rich intellectual fare was more than matched by the Valencian gastronomy with different varieties of paella and other delicacies. Marie Demulier of the University of Valencia did more than her share to ensure the successful running of the conference and the comfort of the participants. The beautiful city of Valencia with its plaza, basilica, the Cathedral, the National Museum of Ceramics, the Queen's Square, City Hall Square, all within a short walking distance from the conference site, greatly added to the very memorable occasion. (Che Kan Leong)



Lynn Meltzer (IARLD President) thanks **C.K. Leong** for his fascinating Cruickshank Memorial Lecture.

PHOTOS FROM VALENCIA



From left to right: **Anne Graves**, **Sylvia Linan-Thompson**, **Carol Goldfus**, **Juan Jimenez**, and **Marjorie Montague** during their symposium: *Reading Research across Languages*.



Marjorie Montague (Conference co-chair) and **Judith Wiener** (IARLD Board member) enjoying the banquet.

INTRODUCING NEW IARLD FELLOWS AND MEMBERS

It is a pleasure to introduce to our membership new Fellows, *Charles Hughes*, *Eleanor Higgins*, *William Tunmer*, and *Lindsay Peer*; and new Members, *Linda Elksnin* and *Li-Yu Hung*. Here we ask them to tell us about themselves.

IARLD Fellow – Charles Hughes

Penn State University
Professor Special Education
Editor, Learning Disabilities Research & Practice

What are your current research interests?

Developing and validating interventions/strategies which help adolescents and young adults with learning and behavior problems manage their social and academic behaviors.

How did you hear about the IARLD? What made you decide to join?

I first heard about it in my doctoral program at the University of Florida. Decided to join given the quality of its members and its international focus.

Tell us something about your professional background and what you are doing now.

I spent the first 14 years of my career working in classrooms as a teacher, teacher consultant as well as a stint as a diagnostician. The last 20 years have been spent in higher education at Penn

State. My experiences in classrooms have given me a very 'practical' bent in my teaching and research and thus I tend towards the applied. Over the last several years I have been spending more time getting research-supported practices into the hands of teachers (vs. generating research) and have been involved with distance education projects in ABA, reading, and helping general education teachers work with students with LD. My work with the Division for Learning Disabilities has had a strong focus on projects that are research-to-practice in nature and I hope that my recent appointment as editor of LDRP will be a continuation of these efforts. I also have been working with professionals in other countries such as Jamaica, Russia, Korea, India, China, and Saudia Arabia.

What are your personal hobbies or special interests? Obviously I like to travel. One of my passions is the somewhat insane game of golf and I enjoy playing guitar, especially with my 18 year-old son (who is now so much better than me it isn't funny). And just to show my age, I spend a fair amount of time gazing at our backyard Koi pond.

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IARLD Fellow – Eleanor Higgins

The Frostig Center
Director of Research

What are your current research interests? I am currently conducting research on life success for adults with learning disabilities (LD), which has grown out of a 20-year longitudinal follow-up of former students of the Frostig Center, now in their late 30s. My other current research interests include qualitative and ethnographic research on persons with learning disabilities, assistive technology, technologically-based instructional interventions to improve reading, writing and spelling, and most recently, Internet communication between children with LD.

How did you hear about the IARLD? What made you decide to join? I have come in contact with IARLD as a result of my research and publications over the last 15 years on persons

with LD. I decided to join the organization so that I could better maintain contact and exposure to current research on the international level.

Tell us something about your professional background and what you are doing now. My interest in the field began in 1968, when I began teaching children with LD in the public schools. I later returned to graduate school and received my Ph.D. in Anthropology, with an emphasis on ethnography and linguistics. My dissertation described the acquisition of American Sign Language by deaf children in a residential school setting. I came full circle and returned to the field of LD as a researcher at California State University, Northridge, and, along with Dr. Marshall Raskind, completed a federal research project on three innovative assistive technologies for college students with LD.

At the Frostig Center I have continued to investigate the use of assistive technology by children with LD, and have developed and conducted efficacy studies on reading interventions, which utilized speech recognition and speech synthesis-based instructional methodology. In addition, as mentioned above, the Frostig Center has been conducting an extensive longitudinal study of former students of the Center, which has employed both quantitative and qualitative methodology. Out of this project has come the identification of a set of traits or "success attributes" that appear to differentiate participants with positive adult outcomes from those with continuing difficulties. In addition to publishing several research articles reporting the findings of the project, the Department has developed a guide for fostering these attributes which targets parents, and is now ready to launch a website aimed at assisting teachers in including the success attributes in their classroom curricula.

What are your personal hobbies or special interests? My personal interests include collecting vintage clothing and jewelry, writing and performing sullen poetry, and being a cheerleader for my soccer-playing, tap-dancing grandchildren.

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IARLD Fellow – William Tunmer

Massey University
Distinguished Professor, Educational Psychology

What are your current research interests?

Nature of reading disabilities, intervention strategies for at risk and struggling readers.

How did you hear about the IARLD? I learned about it from my colleague, James Chapman.

Tell us something about your professional background and what you are doing now.

I received my PhD in Experimental Psychology from the University of Texas at Austin in 1979, specializing in the areas of areas of theoretical linguistics, experimental psycholinguistics, and cognitive development. I currently teach graduate courses on literacy development, literacy learning difficulties, and intervention strategies for helping struggling readers to overcome their literacy learning problems. I serve on the editorial boards of the Journal of Learning Disabilities and Reading and Writing: An Interdisciplinary Journal.

What are your personal hobbies or special interests? I particularly enjoy wilderness backpacking (called "tramping" in New Zealand) and mountain climbing, politics, film, and reading.

IARLD Fellow – Lindsay Peer

International Dyslexia Consultant
Chartered Psychologist
[www.peergordonassociates.co.uk]

What are your current research interests?

I have developed a new theory linking dyslexia and glue ear (*otitis media*). I am aware of a large number of adolescents and adults with learning disabilities who are suffering anxiety/depression disorders. I am beginning to document evidence of my own clients. I would like to know whether this is as a result of other's treatment of them or as part of the LD 'make-up' lead, or both. This would lead to differing interventions and policy decisions.

How did you hear about the IARLD? I was introduced to IARLD by international friends and colleagues.

Tell us something about your professional background and what you are doing now.

Initially, I was a teacher working with adolescents. I became interested in LD through my own students and later my own children. I became Education Director and later Deputy Chief Executive Officer of the British Dyslexia Association where I worked for ten years with educators, government policy makers, parents, and researchers. I have organized several national and international conferences including the first of the multilingualism and dyslexia conferences. Since that time there have been two others dedicated to that theme. I also co-edited a book entitled 'Multilingualism, Literacy and Dyslexia: A Challenge for Educators' Peer, L. and Reid, G. (2000) – again, the first of its kind.

In 2002, I was appointed commander of the order of the British Empire by the Queen for work in the field of LD. I work with children and adults with a range of LD. I travel internationally lecturing and working with educationalists and health workers. I also advise on research projects. Recently, I have formed a company working with my husband, Michael Gordon; we advise on disability law and equal opportunities. We work with educators and business on compliance issues and mediation in an attempt to work for the good of people who cannot easily advocate for themselves.

What are your personal special interests? I particularly enjoy theatre, music, and travel.

IARLD Member – Linda K. Elksnin

The Citadel (Charleston, SC)
Professor of Education

What are your current research interests?

Assessment and instruction of social skills; assessment of students with disabilities; college students with learning disabilities; using case methods to improve critical thinking skills

How did you hear about the IARLD? I first heard about *IARLD* in when I was a doctoral student at the University of Virginia, when I was asked to co-author an article for *Thalamus* in 1983.

Tell us something about your professional background and what you are doing now. After teaching students with disabilities at the preschool, elementary, and secondary levels, I earned Master's and doctoral degrees from the University of Virginia, where I worked as a graduate assistant in the Learning Disabilities Research Institute. For 15 years I coordinated the graduate special education program at The Citadel, where I currently teach prospective reading specialists, school administrators, secondary education teachers, and school counselors how to effectively serve students with disabilities. I am the co-editor of *Assessment for Effective Intervention*, the journal published by the Council for Educational Diagnostic Services Division of the Council for Exceptional Children.

What are your personal hobbies or special interests? I'm a painter and also enjoy traveling, hiking, reading, and cooking.

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IARLD Member – Li-Yu Hung

National Taiwan Normal University
Professor, Department of Special Education

What are your current research interests? To improve the education service for students with learning disabilities in Taiwan, I introduced the updated information in my first textbook of learning disabilities in 1995. I and some scholars helped parents of children with learning disabilities to organize the parent associations in Taiwan in 1996, and proposed the new definition of learning disabilities in the amendment of Special Education Law in 1997. Working with the research team, I helped some school districts in Taiwan to establish the identification and service model for students with learning disabilities or mild disabilities. Therefore, in past years, my research focus on the assessment of special needs, attention deficit/hyperactivity

disorder, as well as assessment and intervention for Chinese reading disabilities. In addition to research, I developed some professional development programs for special educators and practitioners who are interested in ADHD and reading disabilities.

How did you hear about the IARLD? What made you decide to join? I knew the name of the *IARLD* from when I studied the history of learning disabilities. However, I didn't know the operation of the *IARLD* until Dr. Doris Johnson recommended it in this May. I visited Dr. Johnson and had a talk with her about developing the service for learning disabilities. It is my honor to have her recommendation to the *IARLD*. Because the concept of the learning disabilities in Asia was very new in the 1990s, most researchers in Taiwan could learn only from the literature in the western countries. I am looking for the international community of researchers with similar interests and focus, which I hope to have more connections with other countries. To share the experience of studies and implication of learning disabilities in Taiwan is another reason for me to join the *IARLD*.

Tell us something about your professional background and what you are doing now. Since I graduated from the University of Virginia in the US, I have worked in the National Taiwan Normal University for 14 years. To improve the situations for the individuals with learning disabilities is the major goal for my career. I introduced the updated information in my first textbook of learning disabilities in 1995. I and some scholars helped parents of children with learning disabilities to organize the parent associations in Taiwan in 1996, and proposed the new definition of learning disabilities in the amendment of Special Education Law in 1997. Working with the research team, I helped some districts in Taiwan to establish the identification model and service model for students with learning disabilities. Recently, I developed the effective remedy for Chinese dyslexia and found some subtypes of the acquisition of decoding skill among Chinese dyslexia.

UPCOMING CONFERENCES

Council for Exceptional Children: The Annual CEC Convention and Expo will be held in Salt Lake City, Utah (April 5-8, 2006). Further information can be found at [www.cec.sped.org]

Learning Disabilities Association of America: The LDA will hold its 43rd Annual International Conference in Jacksonville, Florida from February 26-March 1, 2006. Further information can be found at [www.ldanatl.org].

NEWS FROM IARLD MEMBERS

Leong, Che Kan: Professor Emeritus, Educational Psychology & Special Education at the University of Saskatchewan, Che Kan Leong has recently published the following articles:

Leong, C.K. (Special Issue Editor). (2005).

Developmental dyslexia in children using the Chinese language: fMRI and advocacy. *Hong Kong Journal of Paediatrics (New Series)*, 10 (2).

Yamada, J., & Leong, C.K. (2005). Differential reading, naming, and transcribing speeds of Japanese Romji and Hiragana” *Reading and Writing: an Interdisciplinary Journal*, 18, 303-323.

Schneider, Elke: Assistant Professor at Winthrop University, Elke Schneider, conducted a 2-day teacher training seminar in June on how to teach German as second language to school-age children with language processing difficulties. Attendants were teachers, tutors, speech therapists and administrators working in the Luxembourg school system in Luxembourg City. The seminar focused on reading and spelling strategies using Orton-Gillingham-based materials developed for German by Dr. Schneider. The country of Luxembourg uses three to four, some times five languages simultaneously on a daily basis. In the schools, children speak Letzbergish, the native language

of Luxembourg. Their first additional language is German, followed by French and English. Each language has to be mastered in the oral and the written code. Despite a large number of struggling students, frustrated teachers and parents, at present no official law protects children with language processing difficulties like dyslexia. Teachers lack professional training in addressing unique challenges of these children, nor are Luxembourg-normed tests available. To help address these issues, Dr. Schneider provided a follow-up seminar to the one she gave last summer to the same group. A third seminar is in the planning as well as country-wide teacher training sponsored by the Luxembourg Department of Education.

Silliman, Elaine: IARLD Fellow and Professor of Communication Sciences and Disorders at the University of South Florida (Tampa), Elaine Silliman, has two publications in press: “Spelling Patterns in Preadolescents with Atypical Language Skills: Phonological, Morphological, and Orthographic Factors,” to appear in *Developmental Neuropsychology* (with Ruth H. Bahr and Michelle L. Peters) and “Does My Identity Speak English? A Pragmatic Approach to the Social World of an English Language Learner with Language Impairment” to appear in *Seminars in Speech and Language* (with Robin Danzak).

Tunmer, William: Dr. Bill Tunmer, College of Education at Massey University in New Zealand, was recently awarded the title Distinguished Professor. He is one of only five newly created distinguished professors at Massey University, and the only one outside of the physical/natural sciences area to receive the award.

Vogel, Susan: Immediate past president of IARLD and Distinguished Research Professor at Northern Illinois University, Susan A. Vogel, has taken early retirement to work on a 20-year follow-up study of adults with LD with colleagues Pamela Adelman, Christopher Murray, and Carol Wren and a second research project regarding high school dropouts with and without LD with colleague Steve Reder. In addition, she has just launched a new initiative at

NIU, the Enhancing Success Institute, which will enable other institutions of higher education to use some of the instrumentation and strategies developed during a three-year project at Northern Illinois University called The Enhancing Success Project [<http://www.niu.edu/success>].

The Enhancing Success Institute will start by offering an online Faculty Questionnaire to other institutions of higher education that allow faculty to report their level of knowledge, practices, and attitudes toward students with disabilities and topics of interest for future staff development activities. If you are interested in learning more about using the questionnaire, visit the website and/or contact Susan [vogels@niu.edu].

Recent publications include a book, several articles, and the 8th edition (2005) of *College Students with LD: A Handbook for College Students with Learning Disabilities, Faculty, Administrators, Staff, and Disability Support Service Providers* available through the LDA Bookstore [<https://www574.sslldomain.com/ldaamerica/bookstore.cfm>].

Additional recent and/or in press articles include: Vogel, S. A., Murray, C., Wren, C., & Adelman, P. B. (in press). An exploratory analysis of the employment-related experiences of educators with learning disabilities. *Educational Considerations*.

Vogel, S. A., Leyser, Y., Burgstahler, S., Sligar, S., & Zecker, S. G. (in press). Faculty knowledge and practices regarding students with disabilities in three contrasting institutions of higher education. *Journal of Postsecondary Education and Disability*.

Vogel, S. A., Vogel, G., Sharoni, V., & Dahan, O., (2003). Learning disabilities in higher education and beyond: An international perspective. Austin, TX: PRO-ED, inc.

Sligar, S.R., & Vogel, S.A. (2003). Report of qualitative data analysis for a faculty survey on students with disabilities. Unpublished manuscript.

Zecker, S.G., Sligar, S. R., & Vogel, S. A. (2003). Final report on faculty survey on students with disabilities. Unpublished manuscript.

Both of these unpublished manuscripts are summarized in: Vasek, D. (2005). Assessing the knowledge base of faculty at a private, four-year institution. *The College Student Journal*.

Change of Address

Please send change of address to Lynn Meltzer [lmeltzer@ildlex.org]

RESEARCH AWARD

IARLD OFFERS STUDENT AWARD FOR OUTSTANDING DOCTORAL RESEARCH

The IARLD membership is encouraged to nominate one of their students for an IARLD research grant. An award of \$750 will be given every two years to a selected dissertation student. This award also includes one night lodging and one day conference fee at an IARLD conference chosen by the recipient (either in North America or in Europe). This would cover the student's expenses for presenting his/her research results at the conference. The selection committee includes Lynda Katz, Chair (USA), Lee Swanson (USA), Judith Wiener (Canada), and Hana Tur-Kaspar (Israel). Persons interested in receiving an application form should contact Lynda Katz at [lkatz@landmark.edu].

MANUSCRIPT PROPOSAL SUBMISSIONS SOUGHT

➤ **THALAMUS**

Thalamus is the official journal of the IARLD.

Thalamus contains primarily articles contributed by the membership (and colleagues) and focuses especially on issues related to learning disabilities in a global context. In 1994, after the death of IARLD Founder, Bill Cruickshank, the IARLD initiated the Cruickshank Memorial Lecture at conferences and began publishing the keynote address in *Thalamus*. For further information about submission guidelines, contact Paul Gerber via email [pgerber@mail1.vcu.edu] or by telephone at 804-828-1332, ext. 529.

➤ **LEARNING DISABILITIES RESEARCH AND PRACTICE (LDRP)**

Charlie Hughes, *IARLD* fellow and newly appointed editor of *LDRP* invites submissions. *LDRP* is the journal of the Council for Exceptional Children's Division for Learning Disabilities. Both research and practice oriented articles are welcome and issues are published quarterly.

Extensive information about the journal, including submission guidelines, can be found by going to [<http://www.blackwellpublishing.com/journal.asp?ref=0938-8982&site=1>]. Please feel free to contact Charlie if you have any questions. Ideas for Special Issues are also welcome. [cah14@psu.edu]

➤ **ANNALS OF DYSLEXIA**

IARLD Fellow and editor of *Annals of Dyslexia*, Dr. Che Kan Leong, invites submission of manuscripts for consideration for publication in the Journal. *Annals of Dyslexia* is the official journal of the International Dyslexia Association which has over 13,000 members in education, psychology, speech and language sciences, neurosciences and also interested parents. The interdisciplinary Journal focuses on empirical studies and evidence-based practices of remediation and intervention of dyslexia and related language disabilities. It is indexed in the Social Sciences Citation Index, and the National Library of Medicine's Index Medicus/Medline. Beginning with Volume 54 for 2004, the Journal publishes two issues a year (June and December) with about 400 text pages in total. For guidelines, visit IDA's website: [<http://www.interdys.org>]. Editorial inquiries should be directed to the editor [leong@sask.usask.ca] and general questions including subscription to Diane Nies of IDA [dnies@interdys.org].

Volume 55, published in June 2005, includes papers on: poor readers of Chinese showing consistent slowing of information processing and behavioral output; "visual-orthographic deficit" in a group of 207 school-referred students; empirical findings from the examination of the

goals of the individual educational programs (IEP) of high school students diagnosed with reading disabilities; exploration of a bilingual, biscriptal Turkish-English patient with deep dysphasia accompanied by acquired dyslexia in both languages; and the applicability of phonological sensitivity tasks, rapid automatized naming (RAN) and visual search in young Japanese children learning to read Japanese.

➤ **EXCEPTIONAL CHILDREN**

Steve Graham, is editor of *Exceptional Children*, the primary research journal of the *Council for Exceptional Children (CEC)*, which has a distribution of over 50,000. Steve is interested in making the journal more international, and would welcome submissions from *IARLD* members. If you have a paper that you would like to submit to *Exceptional Children* please view the author guidelines published on the CEC website [<http://www.cec.sped.org>] or contact Steve at [sg23@u.umd.edu].

VISIT THE *IARLD* WEBSITE
WWW.IALRD.NET

SEARCHING FOR FUTURE SUBMISSIONS "LD AROUND THE WORLD"

If you would like to write a column sharing information about how learning disabilities are perceived, assessed, serviced, and researched within your country, contact Nancy Heath [nancy.heath@mcgill.ca].

PAST *IARLD* PRESIDENTS

1997 – 2001	Susan A. Vogel
1994 – 1996	Drake D. Duane
1990 – 1993	Dirk Bakker
1986 – 1989	John Elkins
1976 – 1985	William M. Cruickshank

SEND YOUR NEWS AND ANNOUNCEMENTS!

Please send news items to
IARLD Updates Editor, Nancy Heath
[nancy.heath@mcgill.ca]

Pertinent news items:

grants received; current research and publications; new positions; award or scholarship announcements; book “briefs” from members; upcoming conferences; manuscript submissions

IARLD CYBERSPOTS

Using technology, we can learn more about each other and our ongoing research. All *IARLD* Members and Fellows are asked to share their websites with the Academy membership. Please send your website address to Nancy Heath at [nancy.heath@mcgill.ca].

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