




---

## IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES  
Spring Issue Vol. 7(1) 2005-2006

---

### A MESSAGE FROM THE PRESIDENT

*Lynn Meltzer*

As our annual Academy conference approaches, I am reminded again of the stimulating forum that our conference provides for fascinating discussions and international collaboration with colleagues and friends. While there are many opportunities to interact with colleagues in this electronic age, the most interesting interactions occur at our conference. This year's conference in Valencia, Spain promises to be an enjoyable and exciting one. As always, the international representation from so many different cultures and countries will create a unique opportunity for dialogue that allows us to develop a dynamic worldview on learning disabilities. Our Valencia conference will also provide opportunities that extend beyond the research focus on individuals with learning differences and result in personal, as well as intellectual, enrichment. I look forward to meeting you all at our conference and renewing friendships.

**Ana Miranda and Marjorie Montague**, this year's conference chairs, have been working hard to design an exciting program with many cutting-edge symposia and roundtable discussions that address a broad range of controversial issues. The format will again allow all attendees to participate in fascinating discussions during the formal sessions and more informal break-out times. Symposia and roundtable discussions will emphasize broad themes that stimulate an open exchange of ideas and exciting debates about learning difficulties in our different communities. We will all have a unique

opportunity to benefit from meeting leading researchers in our field from around the world. The format of this year's conference has been adjusted to address suggestions provided by participants who attended last year's conference in Michigan.

The 2005 conference will include four stimulating international symposia, roundtable discussions, and 25 poster sessions that will be scheduled at peak conference times to allow for extended discussions and interactions. The symposia will cover a broad range of topics including: *Learning disabilities and ADHD; Reading research across languages; Longitudinal studies in learning disabilities; Issues affecting high school and college students with learning disabilities*. Roundtable discussions will focus on a range of topics such as: *Executive Function and metacognition: New terminology for an existing paradigm?; Second language learners and learning disabilities; Assistive technology for higher education*. The Cruickshank Memorial Lecture will be delivered by *C.K. Leong* whose seminal research has spanned many critical cognitive processes and whose research on reading has guided our field.

I hope that you will all consider attending the conference as speakers, roundtable discussants, or as general conference participants. The program will be enriched by your attendance, and you will hopefully leave the conference feeling renewed and invigorated by many stimulating exchanges with colleagues from all over the world. I look forward to continuing to work with you all over the coming year and to seeing you in **Valencia, Spain from July 8-9, 2005**.

## 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.

those driven by U.S. problems and policies. This provides an interesting mix.

- As a result of the above: The types of research represented by the group range beyond intervention/instruction to incorporate a greater emphasis on epidemiological issues, life-span issues, and psychosocial issues.
- The subgroup of Members attending any given meeting is intimate. Thus, it has the potential for close engagement with peers, both in session discussions and over drinks and dinner.

A copy of the membership nomination form is enclosed in this newsletter. Addison can be reached via email at ([addisons@umich.edu](mailto:addisons@umich.edu)).

## COMMITTEE REPORTS

### Membership

We welcome new Fellow, Eleanor Higgins, and congratulate *IARLD* Member, Lindsay Peer, on becoming a Fellow of *IARLD*. Interviews with these and several other of our recent new Fellows and Members will appear in the next issue.

Addison Stone, VP for Members, encourages current Members and Fellows to talk with colleagues about *IARLD* and to send membership nominations to his attention. In talking with colleagues, Addison suggests some possible points to stress. Some reasons to join *IARLD* are:

- *Interdisciplinary Emphasis.* *IARLD* consists of psychologists, pediatric neurologists, educational practitioners, and educational researchers, and thus the presentations and discussions are broader than those at many related organizations.
- *International Perspective.* Many *IARLD* members are focused on issues other than

### Treasurer's Report

As of March 2005, there are 205 Members registered in the *IARLD*. The balance in the checking account as of March 25th, 2005, is \$19,735.92. In addition to the monies in the checking account, there are two CDs with balances totalling \$22,168. Invoices for 2005 dues were sent out in September and again as a "Final Notice" in February. To date, 72 Members still have outstanding balances. Please send in your payment, if you have not already done so, to Lynda Katz, Treasurer, at Landmark College, River Road South, Putney, VT 05346.

### IARLD Website

The *IARLD* website ([www.iarld.net](http://www.iarld.net)) hosts information about the *Academy*, membership, newsletters, *Thalamus*, and the annual conference. Currently, the *IARLD* website is hosting information about the upcoming 2005 *IARLD* conference in Valencia, Spain. On our site you will find information about the call for papers, registration, and accommodations in Valencia. The *IARLD* website also hosts the latest *Thalamus* issue, including full-text PDF articles. Please contact John McNamara at ([jmcnamara@brocku.ca](mailto:jmcnamara@brocku.ca)) with any ideas or suggestion about our website.

**MARK YOUR CALENDARS  
NOW FOR IARLD  
CONFERENCE IN SPAIN  
JULY 8-9, 2005**

The 2005 *IARLD* Conference will be held July 8-9 in Valencia, Spain. The program will feature four symposia, roundtable discussions, and 25 posters. Professor Che Kan Leong of the University of Saskatchewan, Canada, will present the William Cruickshank Memorial Lecture entitled, "Word is a Many Splendored Thing – Learning from Cruickshank, Cervantes and Others." For registration information, please visit the *IARLD* website, [www.iarld.net](http://www.iarld.net) or contact conference co-chairs Ana Miranda ([ana.miranda@uv.es](mailto:ana.miranda@uv.es)) and Marjorie Montague ([mmontague@aol.com](mailto:mmontague@aol.com)).

## **LEARNING DISABILITIES IN SPAIN**

*In light of our coming conference, our colleagues from Spain, Ana Miranda and Manuel Soriano, kindly agreed to share the following contextual background on learning disabilities in Spain.*

In Spain, the term learning disabilities (LD) is conceptualized differently than the definition that enjoys considerable international agreement and consensus. Administration-wise, "learning disabilities" is almost synonymous with "special education needs" (SEN). A student qualifies for special education services if, for any reason, he/she has learning problems greater than those of other students the same age. This includes any student who has difficulty acquiring the skills specified by the curriculum for his/her educational level, and who therefore requires compensatory education, material access adaptation, and/or significant adaptations in several areas of the curriculum. Learning disabilities are therefore identified based on the differences between those students who do not learn in the context of a regular classroom with standard instructional resources, and their normally achieving classmates. Learning disabilities are considered to

be the end result of a poor fit between the needs of the students and the teaching resources. The cause of this is taken to be interactive in nature, as the problem may lie either in the teacher or in the teaching. However, some Spanish authors favor a more precise definition of LD and urge the need to establish a threshold that would allow us to differentiate between LD and SEN.

It is difficult to provide data on the prevalence of LD in Spain, given the lack of interest shown by researchers on this issue. Only a few studies have provided orienting data about the exact number of students with LD in our country. Around 8% of the school population in Spain presents learning disabilities, and 4% of students suffer from specific disabilities in mathematics.

It is worth mentioning that the general norm for assessing and providing educational services for students with LD was first formulated in 1995 and highlighted not only the individual, but also the interactive and contextual nature of the process. Completing the protocol for the socio-psychopedagogical assessment of the educational needs of the student is the responsibility of specialized psycho-educational counseling services. These services are one of the resources provided by the Administration to educational institutions in order to ensure their ability to adapt to students' diversity.

The most relevant information can be grouped into a) information on the student, including developmental data, school history, educational level or curricular competence (where the difficulty lies), learning style, and motivation, and b) information on the student's environment, which refers essentially to the school context (characteristics of the classroom where the student is placed). The evaluation usually adopts a multi-method focus. The techniques most frequently used to diagnose a learning disability are interviews, psychometric tests, and criterion-referenced tests. The final objective of the evaluation is to develop a curricular proposal that specifies the type of aid each student may need, which can take the form of individualized curricular adaptations or personalized

interventions inside and outside the classroom. Thus students with LD can work in the classroom or in flexible groups, under the supervision of the primary or support teacher. They work with a curricular adaptation prepared by both teachers and coordinated by the psycho-pedagogical services. Together with these individualized adaptations, students may receive additional instruction outside the general education classroom in the same center three or four times a week.

---

## NEWS FROM IARLD MEMBERS

**Duane, Drake D:** Drake D. Duane is Director of the Institute for Developmental Behavioral Neurology and Adjunct Professor at Arizona State University. He currently serves on the Board of Directors of the National Center for Learning Disabilities in NYC, the Board of Trustees of The Dyslexia Foundation, and the Board of Arizona Learning & Literacy Center (ALLC). Drake offers the following updates. The National Center for Learning Disabilities is currently investigating early identification of math disabilities, while continuing to apply their “Get Ready To Read Program” for pre- and early schoolers in Arizona and elsewhere. The Board of Trustees of The Dyslexia Foundation is conducting a project with Frank Wood of Wake Forest University, in which “Yes Read” intervention has been applied to students deemed at-risk for reading failure. Moreover, he has recently studied Desoxyn in treating ADHD, as well as Provigil, a non-controlled drug developed for narcolepsy in adolescent ADHD. More information regarding his work and publications can be found on his website ([www.arizonaneurology.com](http://www.arizonaneurology.com)).

**Fawcett, Angela:** Angela Fawcett is Reader in Psychology in the Department of Psychology, University of Sheffield, Western Bank, Sheffield S10 2TP, UK, Editor of the journal *Dyslexia: An International Journal of Research and Practice*, and a Fellow of IARLD since 1998. Recently, Angela acted as Chair of the BDA Sixth

International Conference in Warwick (2004), a major four-day event with approx. 1000 attendees.

**Flores Macias, Rosa del Carmen:** Rosa del Carmen Flores Macias, Professor in the Faculty of Psychology at the Universidad Nacional Autonoma de Mexico recently published the following article: Flores Macías, R. D. C., & Andrés Farfán y Carmen Ramírez. (2004). Enseñanza de una estrategia de solución de problemas de adición y sustracción en alumnos con problemas en el aprendizaje de las matemáticas. *Revista Mexicana de Psicología*, 21(2), 179–190.

**Ganschow, Le:** Le Ganschow is coordinating an ad hoc task force, the Northern WI Task Force on Literacy. The group is sponsoring a two-week intensive training workshop this summer for persons in northern Wisconsin who have an interest in learning skills for tutoring children, youth, and adults with moderate to severe literacy needs. IARLD Fellow Marcia Henry (along with Jean Osman) will co-direct the workshop. For more information email Le at ([lganschow@aol.com](mailto:lganschow@aol.com)).

**Klingner, Janette:** IARLD Fellow, Janette Klingner is an Associate Professor at the University of Colorado at Boulder and incoming Associate Editor for the *Journal of Learning Disabilities*. With colleagues, she recently published the following articles on qualitative research:

Brantlinger, E., Jiménez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207.

Harry, B., Sturges, K., & Klingner, J. (2005). Qualitative data analysis: Mapping the process. *Educational Researcher*, 34(2), 3-13.

**Koller, Jim:** Jim Koller delivered a keynote address to the 42<sup>nd</sup> Annual International Conference on Learning Disabilities in Reno, Nevada. The title of his keynote presentation was “Implications of Mental Health Issues in Individuals with Learning Disabilities.” Approximately 1500 participants

attended the conference from the United States and around the world. Jim also conducted a national conference for State Directors of Adult Education in Washington, DC, on the GED test examination relating to LD, ADHD, and comorbid psychiatric disorders. The conference was sponsored by the American Council of Education. Jim is currently a Professor in the Department of Educational, School and Counseling Psychology and Director of the Center for the Advancement of Mental Health Practices in Schools at the University of Missouri, Columbia.

**Leong, Che Kan:** *IARLD* Fellow and Editor of *Annals of Dyslexia*, Che Kan Leong is Research Professor of the Department of Educational Psychology and Special Education at the University of Saskatchewan, Canada, and Adjunct Professor in the Department of Educational Psychology at The Chinese University of Hong Kong. Che Kan has recently published the following articles:

Leong, C. K. (2005). Developmental dyslexia and early learning environment. *Hong Kong Journal of Paediatrics (New Series)*, *10*, 159-161.

Leong, C. K., Cheng, P. W., & Tan, L. H. (2005). The role of sensitivity to rhymes, phonemes and tones in reading English and Chinese pseudowords. *Reading and Writing: An Interdisciplinary Journal*, *18*, 1-26.

Leong, C. K., Tan, L. H., Cheng, P. W., & Hau, K. T. (2005). Learning to read and spell English words in Chinese students. *Scientific Studies of Reading*, *9*, 63-84.

Leong, C. K. (2004). All our children. *BrainChild*, *5*(3), 4-6.

**Meymandi, Assad:** Assad Meymandi, MD, PhD, DLFAP, Founding Fellow of the *IARLD*, is a practicing psychiatrist and neurologist, Distinguished Life Fellow of the American Psychiatric Association, Life Member of the American Medical Association, Life Member of the Southern Medical Association, Senior Fellow and Diplomat of the American Board of Disability Analysts, and Diplomat of the American Board of

Forensic Medicine. Assad recently endowed the Dr. Assad Meymandi Distinguished Professor Chair of Psychiatry at University of North Carolina, Chapel Hill. In addition, in January 2005, Wake County Medical Society celebrated the tenth anniversary of Wake County Physician, a magazine of which Assad is the founding Editor and Editor-in-chief. He continues to serve as Adjunct Professor of Psychiatry at UNC School of Medicine at Chapel Hill.

**Miles, Tim R:** Tim R. Miles, recent recipient (with his wife, Elaine Miles) of the Jane Radnor Award for services to dyslexia, edited the following books: Miles, T. R., & Miles, E. (Eds.) *Dyslexia and Mathematics* (2nd ed.). London: Routledge Falmer.

Miles, T. R. (Ed.). *Dyslexia and Stress* (2nd ed.) London: Whurr.

**Rourke, Byron:** Byron Rourke is a Professor of Psychology and a University Professor at the University of Windsor and a Clinical Professor in the School of Medicine, Yale University. His many achievements include the Innis-Gerin Medal for a Distinguished and Sustained Contribution to the Literature of the Social Sciences, Royal Society of Canada (2001), the University of Windsor Award for Excellence in Scholarship and Research (2002), the University of Windsor Faculty of Arts and Social Science Career Achievement Award (2003). In addition, he was named Doctor of Laws, honoris causa at the University of Windsor (2004). He recently received an Honorary Doctor of Laws degree at the University of Windsor Convocation, where he addressed the convocation on the subject of education and learning. Byron recently published the following selected journal articles, chapters, and books:

Drummond, C. R., Ahmad, S. A., & Rourke, B. P. (2005). Rules for the classification of younger children with Nonverbal Learning Disabilities and Basic Phonological Processing Disabilities. *Archives of Clinical Neuropsychology*, *20*, 171-182.

Rourke, B. P. (2005). Learning disabilities: Past and future. *Learning Disabilities Quarterly*.

Rourke, B. P. (2004). The best teacher I ever had. In A. C. Michalos (Ed.), *Profiles of teachers by fellows of the Royal Society of Canada*. London, ON: Aulthouse Press.

Cicchetti, D. V., & Rourke, B. P. (Eds.). (2004). *Methodological and biostatistical foundations of clinical neuropsychology and medical and health disciplines, Vol. 2*. Lisse, The Netherlands: Taylor & Francis.

**Sawyer, Diane:** Diane Sawyer, Director of the Center for the Study and Treatment of Dyslexia, and Chair of Dyslexic Studies at Middle Tennessee State University, recently received a grant of \$500,000 from the Department of Education to field test four training modules she developed to support teachers in K - 12 to understand the syndrome of dyslexia and to learn how to assess the problem, and what research based interventions and accommodations are appropriate. Teams of school personnel will be identified to participate in 10 days of training spaced over 4 months with site visits to assist with application of the knowledge and skills they are acquiring. Modifications will be made in the modules based on evaluations of the participants. Finally, the modules will be transformed into an online delivery format for broad access.

**Sparks, Richard:** Richard Sparks, Professor at Mt. St. Joseph College, recently published the following article:

Sparks, R., Javorsky, J., & Philips, L. (2005). Comparison of the performance of college students classified as ADHD, LD, and LD/ADHD in foreign language courses. *Language Learning*, 55(1), 151-177.

**Tupper, David:** *IARLD* Member, David Tupper is Director of Neuropsychology at Hennepin County Medical Center in Minneapolis, and Associate Professor of Neurology at University of Minnesota Medical School. His interests include childhood neurocognitive and motor disorders, as well as cross-cultural approaches to neuropsychological

assessment, and the history of neuropsychology. He has recently edited two books that may be of interest to the *IARLD* membership, and has contributed several chapters as a co-author to another book about Alexander Luria, which also may be of interest.

Akhutina, T., Glozman, J., Moskovich, L., & Robbins, D. (Eds.). (2005). *A. R. Luria and contemporary psychology: Festschrift celebrating the centennial of the birth of Luria*. Hauppauge, NY: Nova Science.

Dewey, D., & Tupper, D. E. (Eds.). (2004). *Developmental motor disorders: A neuropsychological perspective*. New York: Guilford Press.

Glozman, J. M. (2004). *Communication disorders and personality* [English edition edited by David E. Tupper]. New York: Kluwer Academic/Plenum Press. (This book is the second in the Plenum Series in Russian Neuropsychology, which David is editing)

**Correction Notice:** We would like to extend an apology to Dr. Adriana Marcinkova for the incorrect spelling of her name (as Adriana Marinsako) in our last issue.

## ANNOUNCING A NEW POSITION

University of Miami School of Education  
OPEN RANK POSITION  
Special Education – High Incidence Disabilities

The School of Education, University of Miami, located on the Coral Gables Campus, a 260-acre tract in the city of Coral Gables, invites applications for an open rank position in special education. Responsibilities include teaching undergraduate and graduate classes, conducting research, supervising doctoral students in the Ph.D. program in special education, and obtaining external funding for research and training activities. The successful candidate is expected to have a research agenda appropriate to a Research Institution. The tenure-

line position is open until filled. Salary is commensurate with qualifications. A letter of application, curriculum vita, three letters of recommendation, and official graduate transcripts mailed by the institution(s) should be sent to Marjorie Montague, Ph.D., Special Education Search Committee Chair, University of Miami, School of Education, P.O. Box 248065, Coral Gables, FL 33124. Inquiries can be made to Dr. Montague at ([mmontague@miami.edu](mailto:mmontague@miami.edu)).

## **TUITION SCHOLARSHIPS AVAILABLE FOR MASTER'S PROGRAM**

The University of Miami, Coral Gables, Florida, has tuition scholarships available for a Master's Program in Learning Disabilities and Reading. The Office of Special Education Programs, USDOE, funds the program. Individuals who have an undergraduate degree in an area other than education are encouraged to apply.

Please send an email to Marjorie Montague, Ph.D. at ([mmontague@miami.edu](mailto:mmontague@miami.edu)) for further information.

## **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 our conferences and began publishing the keynote address in *Thalamus*. For further information about submission guidelines, contact Paul Gerber via e-mail at ([pgerber@mail1.vcu.edu](mailto:pgerber@mail1.vcu.edu)) or by telephone at 804/828-1332, ext. 529.

- **ANNALS OF DYSLEXIA**

Dr. Che Kan Leong, *IARLD* Fellow and Editor of *Annals of Dyslexia*, 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 and disorders, neurosciences, as well as interested parents. The interdisciplinary journal focuses on empirical studies and evidence-based practices of remediation and intervention of dyslexia and related disabilities. It is indexed in the Social Sciences Citation Index and the National Library of Medicine's Index Medicus/Medline. The journal publishes two issues a year with approximately 400 text pages in total. Guidelines for authors are found in IDA's website: <http://www.interdys.org>. Manuscripts are received throughout the year. Editorial inquiries should be directed to the editor ([leong@sask.usask.ca](mailto:leong@sask.usask.ca)). General questions and questions regarding subscription should be directed to Diane Nies of IDA ([dnies@interdys.org](mailto:dnies@interdys.org)).

Vol. 55 No. 1 to be published in June/July, 2005 includes papers on: (a) Poor readers of Chinese showing a very fine-grained slowing of information processing rather than a loss of temporal resolution in perceptual processing; (b) a study of 8- to 10-year-old children with reading problems showing "visual-orthographic deficit" in the recognition of the orientation of letters and numerals; (c) the finding from the goals of Individual Educational Program (IEP) of high school students diagnosed with reading disabilities still have basic skills deficits; (d) a detailed case study within the framework of an extended dual-route cascaded model of a bilingual, biscriptal Turkish-English patient with deep dysphasia accompanied by acquired dyslexia in both languages; and (e) the applicability of phonological awareness, rapid naming and visual search to young Japanese children learning to read the Japanese kana.

- **DYSLEXIA: AN INTERNATIONAL  
JOURNAL OF RESEARCH AND  
PRACTICE**

*IARLD* Fellow, Angela Fawcett, Editor of the journal *Dyslexia An International Journal of Research and Practice*, is looking for new reviewers to add to their database. Reviewers would typically be asked to review around one

to two manuscripts each year. If you are interested, please send an e-mail to Angela Fawcett at [a.fawcett@sheffield.ac.uk](mailto:a.fawcett@sheffield.ac.uk), outlining your area of expertise. Angela would also like to encourage *IARLD* members to submit manuscripts for possible publication in the journal. Information regarding submission guidelines can be obtained from the Wiley website ([www3.interscience.wiley.com](http://www3.interscience.wiley.com)) or from Angela at ([a.fawcett@sheffield.ac.uk](mailto:a.fawcett@sheffield.ac.uk)). She invites either individual submissions or ideas for a special issue devoted to a single topic to be edited by a Guest Editor. The journal publishes both original research and reviews of research-based practices in the dyslexia/LD field.

---

### BOOK “BRIEFS”

*Several of our IARLD Members are either in the process of writing/editing books or they have recently done so. In order to inform our membership about new contributions to the field by our members, we include here a brief summary by our IARLD “authors.”*

- P. Ghuesquière and A. J. J. M. Ruijsenaars recently edited *Learning Disabilities: A Challenge to Teaching and Instruction*, published by Leuven University Press, Belgium. This book brings together (1) research findings on learning disabilities and (2) teaching practices and instructional methods. In the first section, the authors review the contributions on the cognitive, metacognitive and socio-emotional correlates of learning disabilities. In the second section, the authors explore research on intervention and instruction methods. The aim of the book is to provide information to practitioners and/or researchers in a variety of disciplines. For those interested in purchasing *Learning Disabilities: A Challenge to Teaching and Instruction*, its ISBN number is 90 5867 444 4, and it is

available via the Leuven University Press website at the following URL ([http://www.kuleuven.ac.be/upers/catalogue/book\\_detail.php?Id=1178](http://www.kuleuven.ac.be/upers/catalogue/book_detail.php?Id=1178)).

- Lindsay Peer CBE, PhD, MA, C Psych, FRSA, FIARLD, AMBDA is an International Dyslexia Consultant and Chartered Psychologist. She is author of *Glue Ear: An essential guide for teachers, parents and health professionals*, which is scheduled for publication by David Fulton Publishers in October, 2005. This is a guidance book which links together glue ear, speech and language and dyslexia. For those interested in purchasing *Glue Ear: An essential guide for teachers, parents and health professionals*, its ISBN is 1 84312 352 5. For further information, contact Lindsay by phone at 01923 23875, email at [lindsaypeer@hotmail.com](mailto:lindsaypeer@hotmail.com), or mail at 21 Berceau Walk, Watford, Herts WD17 3BL UK.
- 

### GRANTS/RESEARCH AWARDS

- ***IARLD OFFERS AWARD FOR OUTSTANDING DOCTORAL LEVEL 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 Northern 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 (U.S.), Lee Swanson (U.S.), Judith Wiener (Canada), and Hana Tur-Kaspar

(Israel). Persons interested in receiving an application form should contact Lynda Katz ([lkatz@landmark.edu](mailto:lkatz@landmark.edu)).

## UPCOMING CONFERENCES

- **Learning Disabilities Association of Canada National Conference** will be held in Saskatoon, Saskatchewan, September 28-30, 2005. Register online at [www.ldas.org](http://www.ldas.org).
- **Council for Exceptional Children** will hold its Annual Convention & Expo in Salt Lake City, Utah, April 5-8, 2006. Further information can be found at [www.cec.sped.org](http://www.cec.sped.org).
- **Learning Disabilities Association of America** will hold its 43<sup>rd</sup> Annual International Conference in New Orleans, Louisiana, March 1-4, 2006. Further information can be found at [www.ldanatl.org](http://www.ldanatl.org).

## NEW!!! WEBSITE REVIEW

In the future, we would like to try a website review section. In subsequent newsletters, members could submit learning disability-related websites that are less well known and particularly interesting or relevant to research, policy, and/or practice. Please send relevant website information with a brief review to Nancy Heath ([nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca)).

- **LD Pride** <http://www.ldpride.net/>  
This website is a unique website in presenting a positive slant on having LD. Modelled after the concept of "Deaf Pride," LD Pride is for individuals with LD and provides inspirational personal stories as well as resources.
- **Hello Friend (Ennis Cosby's Website)** <http://www.hellofriend.org/>  
This website provides practical suggestions for teachers and parents of students with LD.

## SOME IARLD CYBER SPACE SPOTS

Using technology, we can learn more about each other through the internet. Specifically, all members with websites are asked to forward these to Nancy Heath ([nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca)) for inclusion in future newsletters. Below are some cyberspace spots for our members.

### IARLD President

*Lynn Meltzer* ([lmeltzer@ildlex.org](mailto:lmeltzer@ildlex.org))

Web Profile: <http://ase.tufts.edu/faculty-guide/faculty.asp?id=lmeltzer&deptId=childdev>

### Immediate Past IARLD President

*Susan S. Vogel* ([svogel@niu.edu](mailto:svogel@niu.edu))

Web Profile: [http://www.niu.edu/success/about\\_us.shtml](http://www.niu.edu/success/about_us.shtml)

### Executive Director

*Paul Gerber* ([pjgerber@vcu.edu](mailto:pjgerber@vcu.edu))

Web Profile: <http://www.soe.vcu.edu/faculty/text/PGerbertxt.htm>

### Vice President and President-Elect

*James W. Chapman*

([j.chapman@massey.ac.nz](mailto:j.chapman@massey.ac.nz))

Web Profile: [http://education.massey.ac.nz/contacts/PVC/chapman\\_james.htm](http://education.massey.ac.nz/contacts/PVC/chapman_james.htm)

### Vice President for Fellows

*Lee Swanson* ([edkag@citrus.ucr.edu](mailto:edkag@citrus.ucr.edu))

### Vice President for Members

*C. Addison Stone* ([addisons@umich.edu](mailto:addisons@umich.edu))

Website: <http://www-personal.umich.edu/~addisons/index.html>

Web Profile: <http://sitemaker.umich.edu/soe/faculty&mode=single&recordID=50966>

### Vice President for Student Members

*Diane Sawyer* ([djsawyer@frank.mtsu.edu](mailto:djsawyer@frank.mtsu.edu))

Web Profile: <http://dyslexia.mtsu.edu/center/meetthestaff.html>

**Vice-President for Regional Meetings,  
Western Hemisphere**

*Joanne Carlisle* ([jfcarl@umich.edu](mailto:jfcarl@umich.edu))

Web Profile: <http://www-personal.umich.edu/jfcarl/>

**Vice President for Regional Meetings,  
Europe, Australia, Africa, & Pacific Rim**

*CK Leong* ([leong@sask.usask.ca](mailto:leong@sask.usask.ca))

Web Profile: <http://www.usask.ca/education/people/leongc.htm>

**Vice President for International  
Development**

*Ivar A. Bjorgen* ([ivar.bjorgen@sy.ntnu.no](mailto:ivar.bjorgen@sy.ntnu.no))

**Secretary**

*Elke Schneider* ([schneidere@winthrop.edu](mailto:schneidere@winthrop.edu))

Web Profile: <http://coe.winthrop.edu/schneidere/>

**Treasurer**

*Lynda J. Katz* ([lkatz@landmark.edu](mailto:lkatz@landmark.edu))

Web Profile: <http://www.landmarkcollege.org/about/president/profile.html>

**Publications**

*Marjorie Montague, Chair*

Web Profile: [http://www.education.miami.edu/facultyStaff/Faculty\\_Bio.asp?ID=41#](http://www.education.miami.edu/facultyStaff/Faculty_Bio.asp?ID=41#)

*Nancy Heath, Editor, IARLD*

*Updates* ([nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca))

Website: [www.education.mcgill.ca/heathresearchteam](http://www.education.mcgill.ca/heathresearchteam)

*Paul Gerber, Editor, Thalamus*

([pjgerber@vcu.edu](mailto:pjgerber@vcu.edu))

*Malka Margalit, Associate Editor*

Web Profile: <http://www.tau.ac.il/education/homepg/margalit.html> (Not updated after June 2004)

**Coming Next Issue:  
Special Tribute to Le Ganschow,  
Outgoing Editor of  
IARLD Updates**

*Margo Mastropieri, Associate Editor*

Web Profile: <http://gse.gmu.edu/facultystaff/profiles/mmastrop.htm>

*John McNamara, web manager*

([jmcnamara@brocku.ca](mailto:jmcnamara@brocku.ca))

Web Profile: <http://www.brocku.ca/childandyoungstudies/ri-mcnamara.html>

**Conference Co-Chairs, 2005 IARLD  
CONFERENCE**

*Marjorie Montague*

([mmontague@miami.edu](mailto:mmontague@miami.edu))

University site: [www.miami.edu](http://www.miami.edu)

*Ana Miranda* ([anamiranda@uv.es](mailto:anamiranda@uv.es))

**By-Laws and Constitution**

*John Hagen (Chair)*

*Susan Vogel*

*Ellen Quart*

*Steve Russell*

**Committee for Fellow Nominations**

*Lee Swanson (Chair)*

*John Elkins, Drake Duane, C. K. Leong,*

*Marshall Raskind*

**Committee for Member Nominations**

*Addison Stone (Chair)*

*John Elkins, Ruth Pearl, Richard Sparks*

**Conference Committee**

*Addison Stone, John Hagen, Diane Sawyer,*

*Victor van Daal*

**Change of Address**

Please send change of address information to  
Lynn Meltzer ([lmeltzer@ildlex.org](mailto:lmeltzer@ildlex.org)).

**News for Future Newsletters**

Please send news items (such as grants received, announcements of international conferences or other major events, etc.) to IARLD UPDATES Editor Nancy Heath, Department of Educational and Counseling Psychology, McGill University, 3700 McTavish, Montreal, Quebec, Canada H3A 1Y2 ([nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca)).