
IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Spring Issue Vol. 8 (1) 2006-2007

A MESSAGE FROM THE PRESIDENT

James Chapman

Warm greetings to all *IARLD* Fellows and Members. I am very much looking forward to the 2006 conference in Boulder, Colorado during July 13-15. I hope to meet many of you at this conference. The annual conference promises to be a high quality forum for international exchange of ideas and research findings. The diverse perspectives on individuals with learning differences, as well as in regard to learning in general, will provide stimulating discussions. It's especially rewarding to hear of some of the most current research developments in the learning disabilities field at this conference. In addition, experienced researchers in the Academy provide emerging researchers with the opportunity to meet on a personal level people whose work they have read in journals and books.

Marjorie Montague and Janette Klingner have put together an exciting programme with a number of very promising symposia and roundtable discussions that cover a range of issues that are bound to stimulate debate. In addition to the symposia and round table discussions, there will be a number of informative research reports presented as posters. Also, we will have the opportunity to share in celebrating the work of Elana Bloom, the first recipient of the *IARLD* Award for Outstanding Doctoral Research.

Since becoming President of the Academy at the start of this year I have been very pleased to see a steady stream of new Members and Fellows being admitted to *IARLD*. Attracting new

members/fellows, especially those beginning their research careers in the LD field, is one of the key goals of the Academy. I strongly encourage everyone to continue with identifying promising candidates for membership of the Academy. A select, but growing Academy enriches not only the organization, but also the individuals who make up the organization.

Before closing this message, I would like to thank the Past-President, Lynn Meltzer, for her generous assistance in helping me to get established as President. In addition, Lynn's assistant, Laura Sales Pollica, and my assistant, Ngaire Ashton, have been tremendous in their support. Many thanks indeed. In closing, I repeat that I hope to meet many of you at the conference, and I wish you safe travels.

GOALS WITHIN THE *IARLD*

To increase the *visibility, impact, and sphere of influence* of the Academy by:

- 1) Increasing our membership through ongoing membership drive initiatives.
- 2) Encouraging *IARLD* Fellows and Members to list the *IARLD* as an additional affiliation on all publications in journals, books, and newspapers.
- 3) Encouraging *IARLD* Fellows and Members to list the *IARLD* as an additional affiliation on all conference presentations.

COMMITTEE REPORTS

Members & Fellows:

Christa van Kraayenoord & Marshall Raskind

In regard to Member applications, there are currently several files under review. The committee members urge the *IARLD* membership to discuss the Academy with their colleagues and to forward the names of interested individuals.

The Fellow 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 are allowed in the Academy.

Five distinguished scholars have been accepted as *IARLD* Fellows since the publication of the last newsletter. Three nominations are pending. Our new Fellows include: Bruce Allen Knight (Central Queensland University), Ruth Fielding-Barnsley (Queensland University of Technology), Esther Geva (OISE, University of Toronto), Faye Mishna (University of Toronto), and Rachel Schiff (Bar Ilan University).

Student Members: *Henry Reiff*

There are currently no new applications for Student Membership to report. 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 Henry Reiff at [hreiff@mcdaniel.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*

The balance in the checking account as of March 31, 2006 was \$17,974.96. In addition to the monies in the checking account, there are two CD's with balances totaling \$22,490.71. A second dues billing was sent out this spring and to date 79 members have yet to send in payment.

International Development: *Malka Margalit*

International development is quickly becoming a major challenge for the Academy if we want to pursue our goals: "To increase the visibility, impact, and sphere of influence of the Academy". Following my election, I checked the list of Members and Fellows in different countries, and noticed that there are only few members in several countries, and some countries are completely missing.

In addition, I could not ignore my impression that several international Members and Fellows have not been in touch for several years and did not participate in conferences. I am confident that we need to identify ways of strengthening our contacts with the existing members, as well as attracting new members from the international scientific community from countries and cultures that are not currently represented. Over the years, each one of us has probably developed academic and professional international networks. This is the time to move ahead and upgrade these connections. Any suggestion is greatly appreciated.

Just to provide you with the current summary:

We have 122 members and fellows from USA; 14 from Canada; 9 from Israel; 7 from Norway; 5 from Netherlands; 6 from UK and Scotland; 4 from Australia; 4 from Japan; 4 from Spain; 3 from Sweden; 3 from Germany. Two from each one of the following countries: Belgium, Czech Republic, Denmark, Greece, Italy, Slovenia, South Africa, New Zealand and one from the following countries: Hong Kong, Luxembourg, Mexico, Chile, Portugal, Slovakia, Switzerland, Taiwan.

As a first attempt – let's work for developing small international networks. We already started looking for ways of developing a European network of LD researchers and to get the support of the European Commission. Currently researchers from 7 countries confirmed their participations. I hope that more researchers groups and individuals from Europe will join. I also look forward to the possibility that more in additional regions around the world will work on developing small networks. We may consider also networks focused at a common research involvement within LD. In the near future, I shall contact groups of colleagues in different countries, in a search for ideas and connections that may enhance the Academy's international interdisciplinary presence and contribution. I am looking forward to our conversations at the annual meeting at Boulder.

UPCOMING CONFERENCES

IARLD: The Academy holds its 30th Annual Conference from July 13-15, 2006 in Boulder, CO. For details, visit [www.iarld.net].

South American Special Education Forum: The Council for Exceptional Children's Division of International Special Education and Services is co-sponsoring this forum to be held July 9-12, 2007 in Lima, Peru. For information about this event, please contact Clay Keller, *IARLD* Fellow & President of DISES [ckeller@ecs.u.k12.mn.us].

RECIPIENT OF *IARLD* AWARD FOR DOCTORAL RESEARCH

We are pleased to announce the first recipient of the *IARLD* Award for Outstanding Doctoral Level Research, Elana Bloom from McGill University. This award was established by *IARLD* to recognize research that contributes in a significant way to our understanding of learning disabilities. Elana's dissertation was entitled "Recognition, Expression, and Understanding Facial Expressions of Emotion in

Adolescents with Nonverbal and General Learning Disabilities" (abstract printed below). Elana will present her findings at the upcoming meeting in Boulder, CO. As chairperson of the Award Committee, Dr. Lynda Katz would like to thank Drs. Judith Wiener, Hana Tur-Kaspa, and Lee Swanson for the time and effort they took to serve on the selection committee. Congratulations once again to Elana!



Elana Bloom, PhD
McGill University

Children with nonverbal learning disabilities (NVLD) have been found to be worse at recognizing facial expressions than children with verbal learning disabilities (LD) and without LD (Dimitrovsky, Spector, Levy-Shiff, & Vakil, 1998). However, little research has been done with *adolescents*. Additionally, expressing and understanding facial expressions is yet to be studied among adolescents with LD subtypes. This study examined abilities of adolescents with (NVLD), general learning disabilities (GLD), and without LD to recognize, express and understand facial expressions of emotion. Adolescents were grouped into those with NVLD, GLD and without LD using the Wechsler Intelligence Scale for Children – Third Edition (Short Form) and Wide Range Achievement Test – Third Edition. The adolescents completed neuropsychological, recognition, expression, and understanding measures. Intriguingly, the GLD group was significantly less accurate at recognizing and understanding facial expressions compared to the NVLD and NLD groups, who did not differ. Implications regarding severity of LD are discussed.

LEARNING DISABILITIES ASSOCIATION OF AMERICA

Dr. Steven C. Russell, Professor and Dean of the College of Education at Governors State University, received the LDA Award at the recent Learning Disabilities Association of America's (LDA) 43rd International Conference. This year's conference was held in Jacksonville, FL, February 26 through March 1, 2006. The LDA Award is the "highest honor given by LDA in recognition and appreciation of outstanding leadership in the field of learning disabilities."

GSU Dean Receives LDA's Highest Honor

At a special presentation ceremony on February 28, Russell received the LDA Award in recognition and appreciation of his outstanding leadership in the field of learning disabilities. "I was very surprised and very grateful," said Russell. "To be honored with this award by the people with whom I have worked so closely is indeed a great honor. We all advocate for the rights of those with learning disabilities,"

With more than 10,000 members, LDA is a non-profit organization working to support the more than three million children and adults affected with learning disabilities. LDA provides support, information, and advocacy for people with learning disabilities, their families, and the teachers and other professionals who provide services.

"LDA strongly believes that every person with learning disabilities can be successful at school, work, in relationships, and the community as long as they are given the right support and opportunities. Throughout my professional life, I have worked toward this same goal," said Russell. "Education and the benefits it gives, and the opportunity for a full and successful life are everyone's rights, no matter the disability."

Prior to accepting the position at GSU in 2004, Russell was Dean at Eastern New Mexico University and Central Michigan University.

Throughout his career as a teacher, professor, and administrator, his work and studies have concentrated on special education with specializations in learning disabilities, language development, and language disorders.

"Working at so many different levels of education has shown me that the possibilities and opportunities for people with learning disabilities need not be limited -not if the educators and the systems that support them do their job correctly." [Written by Lindsay Gladstone, GSU, Office of Public Affairs]



Dr. Russell receiving the award from President of LDA, Suzanne Fornaro.

THOUGHTS FROM THE ACADEMY...

Byron P. Rourke

University of Windsor & Yale University
[brouke@cogeco.ca]

NLD: THE LAST 20 YEARS

In my view, the principal developments in our knowledge about the syndrome of Nonverbal Learning Disabilities (NLD) over the past 20 years are as follows:

(1) Knowledge regarding the content and neurodevelopmental dynamics of NLD. With respect to content, we now know that the primary neuropsychological deficits of NLD are

in the areas of somatosensory perception, visual-spatial-organizational skills, psychomotor coordination, and dealing with novelty. The secondary, tertiary, and linguistic deficits appear to flow from these. The implications of these for formal learning (e.g., arithmetic, reading comprehension) and informal learning (e.g., social perception AND psychosocial functioning) appear to flow from these. We also know that the primary neuropsychological assets of NLD eventuate in a predictable series of secondary, tertiary, and psycholinguistic assets. And that these assets eventuate in specific assets in formal learning (e.g., single-word reading and spelling). It is also known that this pattern of neuropsychological assets and deficits tends to persist well into adulthood.

(2) We have found that the syndrome of NLD is a significant part of the phenotype of many types of pediatric neurological disease, disorder, and dysfunction (e.g., early shunted hydrocephalus, Asperger's syndrome, Williams syndrome). In addition to these neurodevelopmental presentations, we know that NLD can be seen in acquired brain disease, such as significant disruption of right cerebral hemisphere systems that may occur as a result of traumatic brain injury.

(3) There has been intense interest in the neurophysiological dimensions of NLD over this time period. As early as 1986, we hypothesized that the key element of this pathophysiology is likely to be found in significant white matter (long, myelinated fiber) perturbations in the brain. These can take the form of maldevelopment, damage, and/or dysfunction of these fibers. Investigators in several laboratories around the world have presented evidence that supports this hypothesis.

(4) We have much knowledge regarding the psychosocial dimensions of NLD. These differ markedly from those that may be exhibited (however rarely) in persons whose principal learning disabilities in (say) reading can be traced to deficient phonological processing skills--a disorder that we refer to as Basic Phonological Processing Disabilities (BPPD).

Whereas the child with NLD is very much at risk for the development of internalized psychopathology, we have consistently found that the child with BPPD is only slightly more at risk for the development of significant psychopathology than is his/her normally developing age-mate.

(5) We now have very sensitive rules of classification for NLD and BPPD that allow for systematic research comparing and contrasting these two subtypes of learning disabilities.

The interested reader may wish to consult the references for extensive treatment of the issues raised above, which are available on our NLD website [www.nld-bprouke.ca].

One question posed by the Updates Editor: "What is the most controversial issue in this field?" My answer: I suppose the most controversial issue is whether NLD should be thought of as a "learning disability," with consequences for school placements, funding, and related dimensions.

To me this is a specious issue: NLD is clearly characterized by learning deficits as well as other neuropsychological deficits. Just because the average 10-year-old with NLD reads and spells single words at superior levels does not mean that he/she does not have a learning disability. Indeed, the child with NLD usually finds the structured school-room a most enjoyable venue ... just so long as his/her problems in mechanical arithmetic and psychosocial functioning are not focussed upon. In addition to arithmetic/mathematics, science, and related pursuits, the child with NLD finds social perception and judgment, social learning, and social functioning to be the largest challenges to his/her learning capacities.

NEWS FROM IARLD MEMBERS

Ghesquière, Pol: *IARLD* fellow, Professor in Learning Disabilities and Special Needs Education at the University of Leuven

(Belgium) announces that his edited book containing papers from the *IARLD* Anniversary conference at Antwerp has been recently published. The reference is listed below, in addition to the following new publications.

Ghesquière, P., & Ruijsenaars, A. J. J. M. (Eds). (2005). *Learning disabilities: A challenge to teaching and instruction*. Leuven: Leuven University Press.

Boets, B., Wouters, J., Van Wieringen, A., & Ghesquière, P. (2006). Auditory temporal information processing in preschool children at family risk for dyslexia: Relations with phonological abilities and developing literacy skills. *Brain and Language*, 97(1), 64-79.

Boets, B., Wouters, J., Van Wieringen, A., & Ghesquière, P. (2006). Coherent motion detection in preschool children at family risk for dyslexia. *Vision Research*, 46(4), 527-535.

Gadeyne, E., Ghesquière, P., & Onghena, P. (2006). Psychosocial educational effectiveness criteria and their relation to teaching in primary education. *School Effectiveness and School Improvement*, 17(1), 63-85.

De Smedt, B., Ghesquière, P., & Swillen, A. (2006). Mathematical disabilities in genetic syndromes: the case of Velo-Cardio-Facial Syndrome. In S. V. Randall (Ed), *Learning disabilities: New research*. Nova Science Publishers, Inc.

Goldfus, Carol: *IARLD* Member, Carol Goldfus, would like to announce that she has been awarded a new research grant and will be working in the Gonda Multidisciplinary Brain Research Centre at Bar Ilan University, Israel.

Jiménez, Juan E.: *IARLD* Fellow and Professor of Learning Disabilities at Universidad La Laguna would like to share the following publications.

Jiménez, J. E., Artiles, C., Ramírez, G., & Alvarez, J. (2006). Evaluación de los efectos de la aceleración en alumnos con alta capacidad intelectual en la Comunidad Autónoma de Canarias [Effects of acceleration in high ability students in the

Canary Islands] *Infancia & Aprendizaje. Journal for the Study of Education and Development*, 29, 51-64.

García, A. I., Jiménez, J. E., & Hess, S. (in press). Solving arithmetic word problems: An analysis of classification as a function of difficulty in children with and without arithmetic learning disabilities. *Journal of Learning Disabilities*.

Ortiz, M. R., Jiménez, J. E., Guzmán, R., Hernández-Valle, I., Rodrigo, M., Estévez, A., García, E., Díaz, A., & Hernández-Expósito, S. (in press). Locus and nature of the perceptual phonological deficit in reading disabilities. *Journal of Learning Disabilities*.

Jiménez, J. E., Venegas, E., & García, E. (in press). Evaluación de la conciencia fonológica en niños y adultos iletrados: ¿Es más relevante la tarea o la estructura silábica? [Assessment of phonological awareness in children and low literacy adults: Is more relevant the complexity of syllable structure or task differences?] *Infancia & Aprendizaje, An Interdisciplinary Journal for the Study of Education and Development*.

Jiménez, J. E., Hernández, S., & Conforti, J. (in press). ¿Existen patrones diferentes de asimetría cerebral entre subtipos disléxicos? [Are there differences of cerebral asymmetry between dyslexic subtypes?]. *Psicothema*.

Leong, Che Kan: *IARLD* Fellow and Professor Emeritus, Educational Psychology & Special Education at the University of Saskatchewan, C. K. Leong has published the following articles:

Leong, C.K. (2006). Making explicit children's implicit epilanguage in learning to read Chinese. In P. Li, L.H. Tan, E. Bates, & O.J.L. Tzeng (Eds.). *Handbook of East Asian Psycholinguistics, Vol. 1: Chinese Psycholinguistics* (pp. 70-80). Cambridge, UK: Cambridge University Press.

Leong, C.K. (2006). Developmental dyslexia: What we have learned so far. *Journal of Paediatrics, Obstetrics & Gynaecology*, 32(1), 5-12.

Mardell, Carol and Goldenberg, Dorothea: Both *IARLD* fellows, Drs. Mardell and

Goldenberg have just published their latest research that takes the form of a screening tool designed to identify infants and toddlers who have potential developmental problems and who may need further diagnostic assessment (POINT). Early identification of such children can lead to early intervention and the provision of effective services to those who are identified as *at risk*.

POINT (Parents' Observations of Infants and Toddlers) covers ages 2 months through 36 months and includes all the areas listed in IDEA. Nationally normed in both Spanish and English, it is written at a third grade reading level to accommodate those with limited education as well as those whose first language is other than Spanish or English. To learn more about POINT, please visit their website at [www.firstpointkids.com]. Comments from IARLD membership are welcomed.

Miles, Tim: The book, *Fifty Years in Dyslexia Research* by Professor Tim Miles, has been accepted for publication by John Wiley & Sons and will be appearing in the next few months. In addition, the following article has been accepted for publication.

Miles, T. R., Thierry, G., Roberts, J., & Schiffeldrin, J. (in press). Verbatim and gist recall of sentences by dyslexic and non-dyslexic adults. *Dyslexia: An International Journal of Research and Practice*.

Katzir, Tami: Dr. Katzir's big news is that she had a baby boy, named Jonathan, in June 2005. In addition, the following publications have already come out, or are coming out in the next couple of months.

Katzir, T., & Pare-Balagov, E. J. (2006). Bridging neuroscience and education: The case of reading. *Educational Psychologist*, 41(6), 53-74.

Katzir, T., Misra, M., & Poldrack, R. (2005). Imaging phonology without print: Assessing the neural correlates of phonemic awareness using fMRI. *Neuroimage*, 27, 106-115.

Katzir, T., Wolf, M., O'Brien, Kennedy, B., Lovett, M., & Morris, R. (in press). Reading

Fluency: The Whole Is More than the Parts. *Annals of Dyslexia*.

Katzir, T., Kim, Y., Wolf, M., Kennedy, B., Morris, R., & Lovett, M. (in press). The relationship of spelling recognition, RAN and Phonological awareness to older poor readers and younger reading-matched control. *Journal of Reading and Writing*.

Vogel, Susan: Past president of IARLD and Distinguished Research Professor Emerita at Northern Illinois University, Susan A. Vogel, has recently published the following article.

Vogel, S. A., Leyser, Y. Burgstahler, S., Sligar, S., & Zecker, S. (2006). Faculty knowledge and practices regarding students with disabilities in three contrasting institutions of higher education. *Journal of Postsecondary Education and Disability*, 18(2), 109-123.

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Dr. Vogel received a Fulbright Senior Specialist Award and has been selected to participate in a project at Tel Hai College in Israel during the spring 2006. According to the United States Department of State and the J. William Fulbright Foreign Scholarship Board, Professor Vogel will be working with colleagues at Tel Hai to help them evaluate and improve their support services for college students with learning disabilities, translate, expand, and adapt her 2005 Handbook for Students with Learning Disabilities for the Israeli milieu, and assist them in conducting a follow-up study of their graduates. Tel Hai is in the far north of Israel on the Lebanese border and is considered an innovative institution. It has enjoyed special government support given its precarious existence. Tel Hai was the first Israeli institution of higher education to provide support services for students with learning disabilities and to date, is the only college to provide an intensive nine week summer college preparation program. Dr. Vogel has been a consultant to the program since its inception in 1996.

For more information about Dr. Vogel's work in relation to her Fulbright Award, please contact her via e-mail [svogel@wpo.cso.niu.edu].

NEW FELLOWS & MEMBERS

IARLD Fellow – Ruth Fielding-Barnsley
 Queensland University of Technology
 Lecturer



What are your current research interests? My current research interests include acquisition of reading including phonemic awareness, language development and metacognition, family literacy, Asperger's Syndrome, teacher education, and learning support.

How did you hear about the IARLD? What made you decide to join? I heard about *IARLD* at a conference in Bangor, North Wales.

Tell us something about your professional background and what you are doing now. I spent 15 years or so working as a research associate with Professor Brian Byrne at the University of New England, and then completed my PhD and became an academic teaching in the area of special education. I have also spent some time teaching in primary classrooms and have a degree in special education. I am currently lecturing at the Queensland University of Technology.

What are your personal hobbies or special interests? My hobbies include amateur drama. I appeared in the play *Under Milk Wood*, along with ghosts, at the convict court house in Norfolk Island in the Australasian amateur drama finals which we won. I also enjoy adventure holidays, such as climbing Mount Kinabalu in Borneo (see above photo). I very much enjoy gardening. I have a lovely Balinese tropical garden complete with a day bed, but I don't seem to find much time to lie on it!

IARLD Fellow – Faye Mishna

University of Toronto, Faculty of Social Work
 Margaret and Wallace McCain Family Chair in
 Child and Family, Associate Professor



What are your current research interests? My current research interests include bullying, cyber abuse, and school-based interventions with students who have learning disabilities. Funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) and in collaboration with Dr. Judith Wiener, a children's mental health centre (Integra), and a school board (Toronto Catholic District School Board), I am conducting research on a school based intervention with children and adolescents who have learning disabilities, informed by an ecological framework. Funded by Bell Canada and in partnership with two school boards (Toronto District School Board, Board of Jewish Education), I am currently conducting research on cyber abuse (bullying, stalking and child pornography). Other research includes bullying of youth who are lesbian, gay bisexual, transsexual (LGBT), attachment informed group intervention for parents, and exploratory research on narrative therapy.

How did you hear about the IARLD? What made you decide to join? Judith Wiener told me about the *IARLD*. I am very interested in learning more and communicating with others who work and conduct research with children and adolescents who have learning disabilities.

Tell us something about your professional background and what you are doing now. I am a clinical social worker, with an MSW and PhD. My background is in children's mental health, in which I practiced for 20 years. I specialized in work with children and adolescents, group work

and psychodynamic treatment of individuals. For a number of years prior to joining the Faculty of Social Work at the University of Toronto, I was the Clinical Director of a Toronto children's mental health centre for children and youth with learning disabilities (Integra). I am also a graduate and faculty member of the Toronto Child Psychoanalytic Program. I have cross appointments with the Department of Psychiatry, University of Toronto and with the Department of Social Work, Hospital for Sick Children. I maintain a small private practice in psychotherapy and consultation.

What are your personal hobbies or special interests? I love going to movies, reading, long walks, "spin" classes.

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IARLD Member – Rachel Schiff

Director of the Haddad Center for Dyslexia and Reading Disorders
Bar Ilan University, Israel

What are your current research interests? My research interests include dyslexia and reading disorders; language and reading; learning strategies; spelling mistakes; language testing and evaluation; language specific features of Hebrew; beginner readers, language awareness, and preventive intervention; problem-solving using analogies; training of didactic diagnosticians; EFL (English as a foreign language) and the learning disabled student.

How did you hear about the IARLD? What made you decide to join? Dr. Tami Katzir mentioned the IARLD to me. I inquired and was impressed, so I decided to join.

Tell us something about your professional background and what you are doing now. Of the many activities I am presently involved in three are most exciting: I enjoy training diagnosticians. The EFL program for LD undergraduates which enables them to finish their language requirement and facilitates their learning of the subject material in their field of interest. The early reading program which helps

pinpoint and mediate potential reading problems before they impair the reading development of beginning readers.

What are your personal hobbies or special interests? I enjoy traveling, visiting museums, and reading.

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IARLD Student Member – Annmarie Urso
Arizona State University, Adjunct Instructor
University of Arizona, Graduate Research and Teaching Associate

What are your current research interests? My research interests include processing speed and its effect on reading; identification of learning disabilities; teacher preparation for a culturally and linguistically diverse population; best practices for teaching reading to students with learning disabilities.

How did you hear about the IARLD? What made you decide to join? I heard about IARLD from Dr. Nancy Mather and decided to join for affiliation with this diverse and respected organization of researchers.

Tell us something about your professional background and what you are doing now. I taught special education for over 18 years in upstate NY. During my tenure as a teacher, I was also the diagnostician for the district, conducted in-service trainings for staff, and developed programs and interventions. I entered the doctoral program at the University of Arizona as a recipient of a 4 year grant program to prepare researchers and professors of special education for Research 1 universities. I currently supervise teaching experiences for master's level interns in special education programs at the University of Arizona and am conducting a pilot study on teacher preparation. Two publications are in progress this semester, which has been very exciting – a book review and an article on single subject research I conducted. I also have a book chapter in progress with Dr. Nancy Mather on evidence based practices for teaching reading to elementary students with learning disabilities. I

will begin a semester long externship at Arizona State University under Dr. Alfredo Artiles this fall, where I will conduct research in teacher preparation and assist in preparing research to practice briefs for The National Center for Culturally Responsive Educational Systems (NCCRESt). I anticipate completion of my doctoral program Spring 2008.

What are your personal hobbies or special interests? My personal hobbies are watercolor painting, kayaking, and hiking. I enjoy spending time with my family, daughter Rachel 17 and son Christopher 20, and working with the international pen pal project for chronically ill children that I co-founded in 1998.

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IARLD Student Member – Margaret E. Pierce
 Doctoral student, Language and Literacy
 Harvard Graduate School of Education

Note: Ms. Pierce was nominated by Tami Katzir and appointed as a Student Member in 2004. Her interview had not yet appeared in Updates.

What are your current research interests? My dissertation research focuses on using psycho-educational assessment data to characterize the heterogeneity among urban children at risk for reading failure, with a focus on providing more individualized instruction for different literacy profiles.

How did you hear about the IARLD? What made you decide to join? My advisor recommended that I look into the Academy.

Tell us something about your professional background and what you are doing now. I am currently an instructor at the Harvard Graduate School of Education where I teach courses on Psychoeducational assessment and Reading Difficulties. I also work in the Learning Disabilities Clinic at Children's Hospital, Boston as a written language specialist. Finally, I am the Clinic Director at the Center for Reading and Language Research at Tufts University.

What are your personal hobbies or special interests? When I'm not working on my dissertation, I enjoy running.

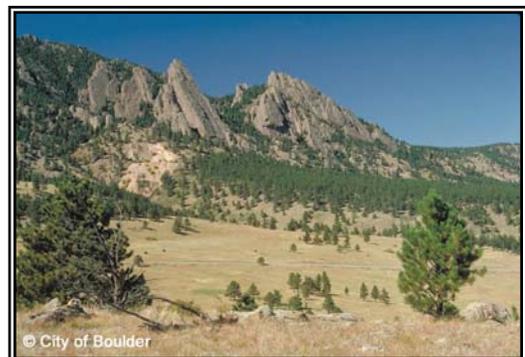
PLEASE SEND YOUR NEWS BRIEFS
to IARLD Updates Editor,
 Nancy Heath [nancy.heath@mcgill.ca]

MARK YOUR CALENDARS FOR 30TH IARLD CONFERENCE IN BOULDER, COLORADO JULY 13-15, 2006

Don't miss the 30th Annual *IARLD* Conference! This year's conference will be held July 13-15, 2006, at the Millenium Hotel in Boulder, Colorado [www.milleniumhotels.com/boulder]. Following the model of the successful conference in Valencia, Spain in 2005, the 2006 conference will include three presentation formats: interactive posters, symposia, and roundtable discussions. Topics will include Response to Intervention, Math Disabilities, LD Research Online, plus much more. Malka Margalit will present the Cruickshank Memorial Lecture, entitled "Loneliness, salutogenic paradigm, and learning disabilities: Current research, future directions, and interventional implications". We will also have a special celebration in honour of *IARLD's* 30th conference. For further information, please visit [www.iarld.net] or e-mail [iarld@aol.com].

Questions?

Email conference co-chairperson Janette Klingner
 [janette.klingner@colorado.edu]



MANUSCRIPT SUBMISSIONS

➤ *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 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>]. 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].

➤ *INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT & EDUCATION*

IARLD Fellow, Christa van Kraayenoord, is the editor of the *International Journal of Disability, Development, and Education*. She invites submissions of manuscripts for publication in the journal. *IJDDE* is a multi-disciplinary peer-reviewed journal. The *IJDDE* makes a unique contribution to the fields of disability and special education as it attempts to draw together the areas of disability, human development and education. The Journal provides an outlet for all aspects of theory, research and practice including such topics as identification, assessment, education, support and intervention of children and adults within their families and communities. The Journal is inclusive of descriptions or cross-cultural comparisons of education, special education and rehabilitation in developed and developing countries. For guidelines, please visit our website [www.tandf.co.uk/journals/authors/cijdauth.asp] or contact Christa [c.vankraayenoord@uq.edu.au].

SEARCHING FOR FUTURE CONTRIBUTION TO UPDATES

We are looking for submissions from the *IARLD* membership for either of our feature columns: "*LD around the World*" or "*Thoughts from the Academy*". If you would like to write a column about thoughts/issues that are fresh in your mind, or a column sharing information about how learning disabilities are perceived, assessed, serviced, and researched within your country, please contact Nancy [nancy.heath@mcgill.ca].

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