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## IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES  
Winter Issue Vol. 7 (3) 2005-2006

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### A FAREWELL MESSAGE FROM THE PRESIDENT

*Lynn Meltzer*

It has been an honor to serve as President of the *International Academy for Research in Learning Disabilities* for the past four years. I have particularly enjoyed working with Academy Members and Fellows from over 24 countries. I have valued the many wonderful opportunities to explore new avenues for researchers and clinicians to collaborate across our different countries. I have also appreciated the opportunity to build bridges between countries and communities through increased cross-cultural research and more comparative epidemiological research on learning and attention problems.

Thanks to our dedicated Executive Board and our Academy members, we have accomplished the goals we set four years ago through a number of changes, a few of which are listed below:

- The format of our annual *IARLD* conference has been changed in order to promote more dialogue amongst attendees. We have accomplished this by adding more structured discussion time to the symposia, and by introducing roundtable discussions as well as poster presentations during prime time slots. Our conferences have increasingly emphasized group discussions of broad themes that can help to advance the field of learning disabilities.
- Our conference discussions have shifted focus from exclusive emphasis on a deficit model of learning disabilities to a resilience model that emphasizes strengths and persistence.
- An award for an outstanding doctoral student has been established, and a review committee has been established with chair, Lynda Katz.

- A new web site has been designed by our web site manager, John McNamara. John has worked untiringly to update *IARLD* information on a regular basis. The web site has been used to effectively communicate about all ongoing *IARLD* events internationally. Over the coming year, we will explore the possibility of using the website for posting the *IARLD* newsletter as well as Thalamus abstracts.
- Our publications, *Thalamus* and *IARLD UPDATES*, have provided an invaluable forum for dissemination and discussion of important issues in the field of learning disabilities.

The Academy is only as strong as its membership and leadership. I want to thank all the dedicated and talented members of our Executive Board for their hard work over the past four years and to acknowledge their special contributions.

First, thanks to James Chapman, President-Elect, for his unwavering support and help over the past four years. A special thanks to the Vice Presidents for membership, Addison Stone, Lee Swanson, and Diane Sawyer, for their enthusiasm, organization, and determination to expand our membership. They have worked closely with their committees to process nominations as rapidly as possible and to welcome new members into the Academy. We now have 206 members; with 123 Fellows, 74 Members, and 9 Student Members from 5 continents and over 24 countries.

Our *IARLD* publications have continued to provide a forum for discussions of cutting-edge

issues and for communicating with colleagues around the world. Many thanks to Paul Gerber, Editor of *Thalamus*, for his commitment and determination to ensure that *Thalamus* continues to provide an outlet for ongoing research in learning disabilities. Thanks, too, to Le Ganschow, founding Editor of *IARLD UPDATES*, for creating an outstanding newsletter that connects all *IARLD* members with one another. I am confident that the newsletter will continue to play an important role in the Academy thanks to the hard work of our current Editor, Nancy Heath, whose creativity and many new ideas are already evident in our newsletters. Our *IARLD* web site has provided a wonderful forum for members to communicate and connect thanks to John McNamara. A special thanks to our chair of publications, Marjorie Montague, who has ensured that the Academy stays committed to reaching out to the wider community through these different publications.

Our conferences are a highlight of our activities and our thanks go to those Academy members who have hosted conferences over the past four years: Diane Sawyer in Washington D.C., Victor van Daal in Bangor, Wales, John Hagen, Addison Stone, and Joanne Carlisle in Ann Arbor, Michigan, and most recently, Ana Miranda and Marjorie Montague in Valencia, Spain. In July 2006, Janette Klingner and Marjorie Montague will be hosting the conference in Boulder, CO. Continuity from year to year has improved due to the creation of a conference committee consisting of conference chairs from three consecutive years, ongoing conference, and the conference to be held the following year. The conference committee has also helped to review abstracts which has resulted in a smoother decision-making process.

The Academy could not function without an astute Treasurer who gives careful attention to budgetary details. I am especially grateful to Lynda Katz who has kept the Academy finances sound. Lynda has kindly offered to continue as Treasurer for the next 1-2 years to ensure a smooth transition with the incoming Executive Board. Lynda has also volunteered to chair our newly established award committee for an

outstanding doctoral student and we hope to receive numerous nominations this year.

I would like to acknowledge the hard work, support and counsel of other members of the Executive Board including C.K. Leong, Joanne Carlisle, Ivar Bjorgen, John Hagen, Hana Turkaspa, Marshall Raskind, Judith Wiener, and Elke Schneider.

Most importantly, I want to express my appreciation to Laura Sales Pollica, my *IARLD* Assistant, whose unique organizational skills, high energy level, and positive approach ensured that the day-to-day operations of the Academy ran smoothly. Laura was responsible for updating the membership list, the Directory, the mailing list, and the e-mail list, as well as mailing all materials on time and sending out group e-mails to the *IARLD* membership from Executive Board members. She was tireless in her efforts and always responded promptly to the numerous requests for information and help from Academy members. Laura will be working with me to ensure an easy transition for President James Chapman and the new Executive Board.

I look forward to the continued success of the *IARLD* under the leadership of President James Chapman and the incoming Executive Board members. I offer all my support to the new leadership and will be happy to help in any way I can. Best wishes for a happy and healthy 2006!

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Laura Sales Pollica has been a truly unsung hero in the production of the newsletter for a long time. She works behind the scenes to facilitate the timely completion and mailing to the entire membership. She has been unfailingly polite and helpful as we (myself and my assistant, Jessica Toste) worked to meet deadlines. She answered endless questions and assisted us in our requests for news. – Nancy



**MANY THANKS, LAURA!**

## *INCOMING PRESIDENT'S MESSAGE – JAMES CHAPMAN*

Greetings to all Fellows and Members of the *IARLD*. I feel honored to have been elected as your President for the next four years. I hope that my performance in this role serves the Academy and its members well. I congratulate those members who were elected to various positions on the Executive Board. I look forward to working with them during my tenure as President. I would like to pay tribute to the superb job that Lynn Meltzer has done as President over the past four years. The Academy has been very fortunate to have had Lynn's energy and commitment; she has been an excellent communicator, organizer, and facilitator. Thank you Lynn, on behalf of the Academy, for the significant contribution you have made as President!

As I write this message, it is summer in New Zealand, and I am enjoying some annual leave time at home with my wife Barbara. I am mindful that while many Academy members in the Southern Hemisphere are enjoying a summer break, our colleagues and friends in the Northern Hemisphere are in the middle of their academic year, and their winter! Whatever the location or weather, I wish everyone a productive, fulfilling and enjoyable 2006. And I hope to see a large number of people at the Academy conference in Boulder, Colorado, in mid-July.

Warm wishes,  
James Chapman



*Some of our colleagues wished to express their thanks for the dedication and commitment Lynn Meltzer has shown to the Academy in her role as IARLD President:*

with Lynn. She has been hugely supportive through the process of my learning “the ropes” and has always demonstrated such great leadership and professionalism in her work on the newsletter. Lynn devoted a great deal of time to the newsletter both in her regular President's Message as well as her helpful editing and suggestions. Thank you for everything, Lynn.  
**Nancy Heath, IARLD Fellow**

It has been my pleasure working on the executive of *IARLD* with Dr. Lynn Meltzer. During her presidency Lynn worked very hard to further consolidate and expand the work of *IARLD* in attracting more Members and Fellows. Through the different program formats at our annual conferences, the newsletters, *Thalamus* and other means, our members coming from many countries and cognate disciplines get to know one another better both professionally and personally. I would like to thank Lynn for her many years of tireless work for the Academy and wish her the best.

**Che Kan Leong, IARLD Fellow**

Lynn Meltzer, in her role as President of *IARLD*, devoted the same degree of professionalism to the task that she obviously has given to the field of learning disabilities over the years and to her clinical work on a daily basis. It was a delight to work with someone who was responsive to the needs of the organization and the Executive Committee and who led the organization to the next step in its evolution.

**Lynda J. Katz, IARLD Treasurer**

As Editor of the *IARLD* newsletter for this past year, it has been an absolute pleasure to work

**VISIT THE *IARLD* WEBSITE  
WWW.IARLD.NET**

## 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 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 & Lee Swanson

We are pleased to announce new *IARLD* Member, Sheldon Horowitz (National Center for Learning Disabilities), and *IARLD* Academic Fellows, Bruce Knight (Central Queensland University) and Julio Gonzalez-Pienda (University of Oviendo). 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. (See interviews included in this issue.)

### **Student Members:** Diane Sawyer

The Committee on Student Members has recommended one student for membership, Ms. Lana Zinck (McGill University) who was recommended by Dr. Nancy Heath. *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. Eligibility for student membership is the completion of coursework, dissertation research related to LD, and a nomination received from his/her dissertation supervisor and a Fellow of the Academy.

### **Treasurer's Report:** Lynda J. Katz

As of January 1, 2006 there are 206 members registered in the *IARLD*. The balance in the checking account as of January 1, 2006 is \$20,730.50. In addition to the monies in the checking account, there are two CD's with balances totaling \$22,490.71. Invoices for 2006 dues were sent out in October. To date 102 members still have outstanding balances. Please send in your payment if you have not already done so.

### **Incoming Vice President (Membership):**

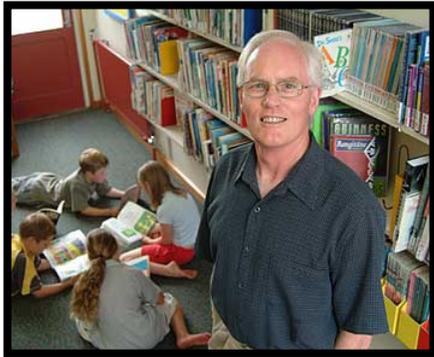
Christa Elizabeth van Kraayenoord

I am delighted to have been nominated and voted onto the *IARLD* Board as the Vice President for Members. I look forward to the new role and learning what it entails in detail. I also look forward to keeping in contact with you to enhance our membership numbers.

*Some biographical details:* I am an Associate Professor teaching and researching in the School of Education at the University of Queensland in Brisbane, Queensland, Australia. We are one of Australia's leading research-intensive universities and until its recent closure I was a member and former Director (2000-2003) of the Fred and Eleanor Schonell Special Education Research Centre at the university. My research areas are: literacy learning and education, learning difficulties, especially in reading, and metacognition. I am currently Chief Investigator with a team (including *IARLD* Fellow, Professor John Elkins) on the *WriteIdeas* Project. This project is funded by the Australian Research Council. The research team has been working with teachers in some 30 schools and has developed a professional development program for regular classroom teachers to enhance their knowledge and skills in the teaching of writing, especially focusing on students with developmental disabilities and learning difficulties in regular classrooms. Based on the materials provided by the *WriteIdeas* researchers the teachers have created and implemented unit plans and teaching ideas. I hope to speak on an aspect of this study at the 2006 conference. I look forward to meeting everyone at the conference!

## JAMES CHAPMAN IS INCOMING IARLD PRESIDENT

We are pleased to introduce James Chapman, incoming *IARLD* President (2006-2009). We asked James to share a little bit about himself.



1) *Please tell us about your academic and professional background.* I have an M.A. in Education from Victoria University of Wellington, New Zealand, and a Ph.D. in Educational Psychology from the University of Alberta, Canada. I trained as a secondary school teacher at Christchurch Teachers College (New Zealand), and taught history, social studies and geography while completing my Masters thesis and prior to commencing doctoral studies in Canada.

In 1980, I was appointed Lecturer in Education at Massey University. In 1995 I became Foundation Head of the Department of Educational Psychology at Massey University, and in 1996 I was successful in winning the Chair in Educational Psychology. With the merger between the Palmerston North College of Education and Massey University in 1997, I was appointed Head of the new Department of Learning and Teaching. In the middle of 2002, shortly after stepping aside from the role of department head, I was appointed Acting Pro Vice-Chancellor (Dean), College of Education. I was successful in competing for the advertised Pro Vice-Chancellor's position in March 2003.

I have published in a range of international refereed journals, including the *Journal of Educational Psychology*, the *British Journal of Educational Psychology*, *Review of Educational Research*, and *Scientific Studies of Reading*, and I

have served on the Editorial Boards of the *Journal of Learning Disabilities*, *Learning Disability Quarterly*, the *Canadian Journal of Special Education*, the *Alberta Journal of Educational Research*, the *Australian and New Zealand Journal of Developmental Disabilities*, and the *Australasian Journal of Special Education*. In 1999, together with my research partner Professor William Tunmer, I was joint winner of the International Reading Association's Dina Feitelson Award for Excellence in Research. My research interests include self-system factors in school achievement, particularly in relation to children with learning disabilities; the development of academic self-concept, and its interaction with beginning reading performance; and the emergence and remediation of reading disabilities. I co-authored the *Perception of Ability Scale for Students*, which is a measure of academic self-concept, and the *Reading Self-Concept Scale*, which is a measure of reading-related self-perceptions of young children.

As President of the Academy, it is ironic that I reside in a country that does not formally recognize the existence of learning disabilities or dyslexia. Indeed, towards the end of 2005, in a meeting with some New Zealand Ministry of Education officials, I mentioned the term *dyslexia*, and was told by one official that the Ministry did not "believe in" dyslexia. This lack of acceptance of the concept is consistent with a recently released New Zealand Ministry of Education-commissioned "best evidence" report on adult literacy, in which the authors stated that "there is very little material (internationally or in New Zealand) on effective teaching for people with dyslexia and learning difficulties."

2) *When did you first become involved in IARLD and what drew you to the Academy?* I was elected as a Fellow of the *IARLD* in 1985, and attended my first conference at Northwestern University in Evanston, Illinois in 1987. At that conference I met William Cruickshank, and very much enjoyed his wit and wisdom. Since then, I have been to six conferences. They have all been very enjoyable because of the international nature of the Academy, the diversity of research interests, and the warmth of Academy members.

3) *Why did you choose to take on the role of President of the Academy?* I agreed to take on the role of President with some mixed feelings. I felt very honored to have been encouraged by Susan Vogel to stand for President-Elect four years ago, and I have enjoyed my time in that role. I have learned more about the Academy and its members, and I have enjoyed meeting many members from a large number of countries. My hesitation in standing for election as President revolved around my being head of a College of Education that is undergoing some major changes. However, I have an excellent Executive Assistant (Ngairé Ashton), a very capable Executive Board, and importantly, an excellent Past President (Lynn Meltzer) to draw on for assistance.

4) *What is your vision for the Academy?* I've generally been reluctant to specify a "vision" in my leadership roles in my University. There are different views about the development and nature of vision statements that feed my reluctance. However, I see the Academy as being a vibrant international community of researchers with a common interest in but diverse views about learning disabilities. As a voluntary organization, it is important that the Academy serves its members by facilitating communication and the exchange of research ideas and findings in a way that meets their professional and academic goals. I would like to see an increase in the participation of Academy members in the annual conferences and also an increase in participation in the Academy's journal *Thalamus*. Finally, I see the Academy as an organization that encourages members to not only conduct and publish research, but to facilitate the use of research for improving theory, practice, and policy.

## PAST IARLD PRESIDENTS

2002 – 2005	Lynn Meltzer
1997 – 2001	Susan A. Vogel
1994 – 1996	Drake D. Duane
1990 – 1993	Dirk Bakker
1986 – 1989	John Elkins
1976 – 1985	William M. Cruickshank

## LD AROUND THE WORLD

### LEARNING DIFFICULTIES IN AUSTRALIA: WHAT'S HOT?

Christina E. van Kraayenoord  
School of Education  
University of Queensland, Brisbane



This brief account will describe some of the "hot" topics and research projects that are current in Australia and that either directly refer to individuals with learning difficulties ("learning difficulties" is the more common term used in this country) or that have or will have an impact on those with learning difficulties.

Over the past few years Australia has experienced many reform initiatives in education. The majority of these have been driven by calls for greater accountability of schools and teachers. In terms of the accountability-based reforms Australia has been influenced heavily by legislation, policies and practices in the United Kingdom and the United States. This can be seen, for example, in the introduction of state-wide testing in literacy and numeracy at Years 3, 5 and 7, with associated reporting to parents against national benchmarks in all states and territories of Australia (van Kraayenoord, 2005). Implications for students with LD of such initiatives relate to their exclusion or the use of accommodations during test taking, and the subsequent consequences of poor achievement in these tests.

More recently, the influence of United States' legislation, in particular, the No Child Left Behind Act, (2001) and debates around the world about evidence-based policies and practices has been demonstrated in the report of The National Inquiry into the "Teaching of Literacy". For example, the first recommendation of the report, "Teaching Reading" released by the Australian Government Department of Education, Science and Training states: "The Committee recommends that teachers be equipped with teaching strategies based on findings from rigorous, evidence-based research that are shown to be effective in enhancing literacy development of all children"

[[www.dest.gov.au/nitl/report.htm](http://www.dest.gov.au/nitl/report.htm)]. There will be many implications from this and the other recommendations in the report for providers of pre-service teacher education, for teacher professional development, as well as for researchers investigating literacy and numeracy instruction and intervention.

The effectiveness of intervention is central to one of the projects instigated under the Teaching and Learning Practices for Students with Learning Difficulties Initiative that is a part of the Australian Government's National Literacy and Numeracy Strategies and Projects Programme. Funded by the Department of Education, Science and Training (DEST) the project is entitled "Interventions in Literacy and Numeracy (InLaN)" and is being undertaken by researchers from Griffith University's Centre for Applied Language, Literacy and Communications Studies, where one of the Chief Investigator's is *IARLD* Fellow, Professor John Elkins. The project aims to answer the questions: what interventions are currently in use and what indications are there about their effectiveness in terms of added value and cost-effectiveness?

Finally, on the topic of interventions for students with learning difficulties is a recent publication, co-authored by *IARLD* Fellow, Ian Hay from the University of Queensland, "Students with learning difficulties in relation to literacy and numeracy". This was published as part of "Schooling Issues Digests" by the Australian Government DEST. These reports summarise existing research on topics selected by the Department.

The hot topics discussed here indicate that the community of researchers in the field of learning difficulties in Australia is active and productive. I hope readers are interested in following up these and other Australian reports and projects in the area of learning difficulties.

### **References:**

van Kraayenoord, C.E. (2005). Literate lives. In A. Ashman & J. Elkins (Eds.), *Educating children with diverse abilities* (2<sup>nd</sup> ed., pp. 183-214). Frenchs Forest, NSW: Pearson Education Australia.

## **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](http://www.cec.sped.org)]

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

**IARLD:** The Academy holds its 30<sup>th</sup> Annual Conference from July 13-15, 2006 in Boulder, CO. For details, visit [[www.iarld.net](http://www.iarld.net)].

**21<sup>st</sup> Annual Learning Differences Conference:** Co-sponsored by the Research Institute for Learning and Development & Harvard Graduate School of Education, and chair by Lynn Meltzer. This conference will take place March 31-April 1, 2006. [[www.gse.harvard.edu/ppe/k12/index.html](http://www.gse.harvard.edu/ppe/k12/index.html)]

## **SOUTH AMERICAN SPECIAL EDUCATION FORUM**

The Council for Exceptional Children's Division of International Special Education and Services (DISES), along with the Ann Sullivan Center of Peru, is co-sponsoring the South American Special Education Forum to be held July 9-12, 2007 in Lima, Peru. The conference is being designed to serve as a *Forum* for bringing together special educators from Latin America and other parts of the world and providing them, through the arrangements of the event, with opportunities to share ideas around critical issues of mutual interest and forge collaborations for future work in special education. In addition, tours to different cultural and natural sites in Peru will be available before and after the conference. The call for proposals for presentations will be available early in 2006. For information about this event, please contact Clay Keller, *IARLD* Fellow & President of DISES [[ckeller@ecs.k12.mn.us](mailto:ckeller@ecs.k12.mn.us)].

## THOUGHTS FROM THE ACADEMY...

Ivar A. Bjørgen

[[ivar.bjorgen@svt.ntnu.no](mailto:ivar.bjorgen@svt.ntnu.no)]



Learning difficulties appear throughout lifetime, but so far much of our studies seem to have concentrated on those of the earlier phases of life. It may be time for extending this interest. This may also help us to better understand the general problems of learning.

What do we know about learning problems in the third phase of age? What are specific problems related to aging and what are more general learning problems? What can be done to resolve such problems? And how is such knowledge in accordance with practical senior policies in different societies?

The increase in living age is regarded as a problem in many countries, but whether it is a problem or a blessing is very much dependent on how it is handled. Very much is dependent on knowledge about life development, and during the last 20 years important new knowledge has appeared. It is doubtful though whether senior policy within the different countries is based on such information. Even if some countries have laws forbidding discrimination based on age, this does not always determine practical policy.

During the last ten years I have been involved with such problems across the life span, and I am struck by all the myths related to these changes, making it very necessary to bring out the research and knowledge we already have and contribute where we lack such knowledge. Many of these myths are about problems in learning- and memory problems, attention and even general intelligence – believed to be related to aging. I hope to present some of these problems in this summers' meeting in Colorado!

### **Change of Address**

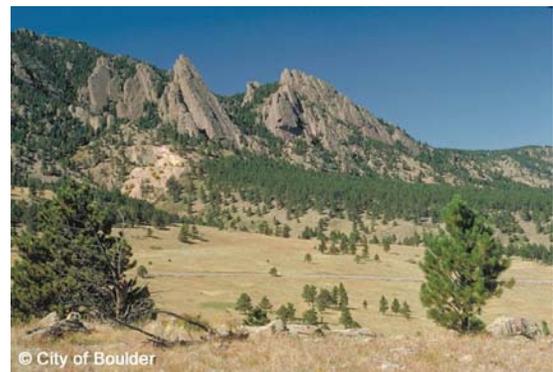
Please send change of address to James Chapman  
[[jchapman@massey.ac.nz](mailto:jchapman@massey.ac.nz)]

## MARK YOUR CALENDARS FOR 30<sup>TH</sup> IARLD CONFERENCE IN BOULDER, COLORADO JULY 13-15, 2006

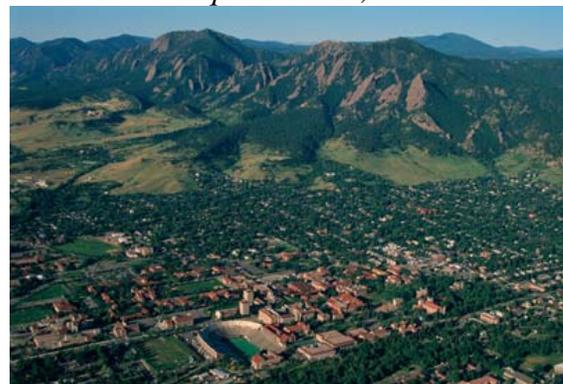
Don't miss the 30th Annual *IARLD* Conference! This year's conference will be held July 13-15, 2006, at the Millenium Hotel in Boulder, Colorado [[www.milleniumhotels.com/boulder](http://www.milleniumhotels.com/boulder)]. Following the model of the successful conference in Valencia, Spain in 2005, the 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. We will also have the Cruickshank Memorial Lecture as well as a special celebration of *IARLD*'s 30th conference. Deadline for proposal submissions is January 30, 2006. For proposal submission guidelines, registration, and further conference information, please visit [[www.iarld.net](http://www.iarld.net)] or e-mail [[iarld@aol.com](mailto:iarld@aol.com)].

### Questions?

Email conference co-chairperson Janette Klingner  
[[janette.klingner@colorado.edu](mailto:janette.klingner@colorado.edu)]



*Picturesque Boulder, Colorado*



## NEW FELLOWS & MEMBERS

**IARLD Fellow – Bruce Allen Knight**  
Central Queensland University  
Associate Dean (Research)

*What are your current research interests?* My current research interests include students' use of metacognitive strategies in developing literacy skills, the inclusion of students with special needs in regular classrooms, and catering for students with literacy learning difficulties.

*How did you hear about the IARLD? What made you decide to join?* I heard about IARLD through a colleague. I decided to apply because it is a very prestigious group especially as becoming a Fellow is done on the basis of international peers reviewing your research publications.



*Tell us something about your professional background and what you are doing now.* I have extensive teaching experience in primary and special education and University settings having taught both in Australia and overseas. I have been involved in identifying, programming for and teaching students with special needs (including gifted students) as well as conducting workshops and seminars for teachers and parents. I have authored/coauthored twelve books, written more than 50 articles in scholarly journals, been the recipient of more than \$3 million dollars in research grants, and presented papers at national and international conferences.

*What are your personal hobbies or special interests?* I enjoy reading, martial arts, and gardening – what a combination!

**IARLD Fellow – Julio A. Gonzalez-Pianda**  
Department of Psychology, University of Oviedo  
Professor of Learning Disabilities and  
Educational Psychology

*What are your current research interests?* My research interests in order of priority are: (1) academic learning difficulties, (2) family, personal and social variables and their relationship with learning and academic achievement, and (3) programmes of research, and educational innovation.



*How did you hear about the IARLD? What made you decide to join?* I heard about the IARLD through the Conferences that it organizes and, lately, I heard about the IARLD through Prof. Addison Stone. I decided to join because first, it is a personal and professional honor to be a member of IARLD, given the prestige and scientific qualification of its members. Second, it provides a unique chance to share scientific and professional concerns, exchange the latest information about cutting edge research and direct our efforts at attempting to respond to the multiple issues that are currently posed in learning difficulties. Third, because we believe that it is an appropriate forum to improve the quality of research and to contribute to its internalization in a topic of great academic and social interest.

*Tell us something about your professional background and what you are doing now.* I carried out my studies in the Complutense University of Madrid. In 1981 my earned his PhD degree with the work entitled “Academic Dyscalculias,” whose main topic was the analysis of learning difficulties in mathematics. My research team is currently developing a new Research Program, entitled “Improvement in

mathematical competence, in Compulsory Secondary Education, by means of a model of intervention in strategies". With this project, we expect to validate an Intervention Model of an instructional nature in the area of mathematics, and to develop the necessary resources (instructional macro-strategy, specific cognitive strategies, mathematical contents adapted to the new methodologies, etc.) to be applied in other centers or contexts.

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**IARLD Student Member – Lana Zinck**

McGill University

PhD Candidate (School/Applied Child Psych)

*What are your current research interests?* My dissertation research focuses on whether specific family relationship factors, namely, communication, control, and involvement, are uniquely associated with positive adjustment in students with LD compared to students without LD. In general, I am interested in how families help at-risk youth achieve positive adjustment.

*How did you hear about the IARLD? What made you decide to join?* My supervisor, Dr. Nancy Heath, suggested that I apply for student membership to IARLD given that my doctoral research focused on students with LD. I thought that it would be an excellent opportunity to establish a network with professionals who specialize in working with this population.

*Tell us something about your professional background and what you are doing now.* I am in the fourth year of my PhD in School/Applied Child Psychology. Presently, I am working on completing my doctoral dissertation, which I hope to defend in the fall. I am in the final stages of data collection and aim to begin analyzing my data in March. I am also in the midst of interviewing for internship positions for next year. I would like to work in a children's hospital, which would allow me to extend my clinical skills by working with youth who have medical concerns. Eventually, I hope to work in a community setting (e.g., hospital) doing assessments and therapy with children, adolescents, and their families. I would also

welcome the opportunity to collaborate on research initiatives.

*What are your personal hobbies or special interests?* I strive to maintain balance in my life by taking evenings and weekends for myself. I enjoy spending time with family and friends, but I also reading, going to movies, cooking, and being active. I enjoy taking walks, but living in Montreal makes being outside in the winters somewhat challenging (to say the least!), so I often do Pilates in the winter months.

## 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](mailto:nancy.heath@mcgill.ca)].

## NEWS FROM IARLD MEMBERS

**Bakker, Dirk J.:** Professor Emeritus, Dirk Bakker, has recently presented a keynote address, in addition to publishing the following articles:

Glaudé-Smit, S.W.D., Van Strien, J.W., Licht, R. & Bakker, D.J. (2005). Neuropsychological intervention in kindergarten children with subtyped risks of reading retardation. *Annals of Dyslexia*, 55, 217-245.

Bakker, D.J. (2006). Treatment of developmental dyslexia: A review. *Pediatric Rehabilitation*, 9, 3-13.

Bakker, D.J. *Long Term Effects on Reading of Early Intervention with Children At-Risk of Dyslexia*. Keynote address at DITT's Annual Open Forum, Brussels, October 10, 2005.

**Gonzalez-Pienda, Julio A.:** IARLD Fellow, Dr. Gonzalez-Pienda, would like to inform the membership that he has been appointed Manager of the Area of Educational Services (Psychology

and Education) of the Ministry of Education and Science for the management, follow-up, and evaluation of the Research Programs of the National Plan of Scientific Research, Development, and Innovation (I+D+I) Program, 2004-2007. He would also like to announce the following recent publication:

Núñez, J.C., González-Pienda, J.A., González-Pumariega, S., Roces, C., Alvarez, L., González, P., González Cabanach, R., Valle, A, y Rodríguez, S. (2005) Subgroups of Attributional profiles in students with learning difficulties and their incident in self-concept and academic goals. *Learning Disabilities Research & Practice*, 20 (2), 86-97.

**Leong, Che Kan:** Professor at University of Saskatchewan and *IARLD* Fellow, C.K. Leong, has recently published the following article:

Leong, C.K., Hau, K.T., Cheng, P.W., & Tan, L.H. (November, 2005). Exploring two-wave reciprocal structural relations among orthographic knowledge and phonological sensitivity, and reading and spelling of English words by Chinese students. 97(4), 591-600.

**Meltzer, Lynn:** This September, Dr. Lynn Meltzer (*IARLD* President) and Dr. Bethany Roditi from the Research Institute for Learning and Development (ResearchILD) in collaboration with FableVision published *ESSAY EXPRESS™*, a new software program that focuses on teaching students strategies for writing essays in test and school settings. This is a sequel to *Brain Cogs®*, which focused on test taking strategies. For details, visit [[www.fablevision.com/braincogs](http://www.fablevision.com/braincogs)].

Lynn Meltzer, Bethany Roditi, Joan Steinberg, Kathleen Rafter Biddle, Susan Taber, Kathleen Boyle Caron, and Leta Kniffin are pleased to announce that the second edition of *Strategies for Success: Classroom Teaching Techniques for Students with Learning Differences* is now available from Pro-Ed. This book discusses teachers with effective strategies for teaching students with learning differences in the classroom setting. This is a very helpful text for use in college courses focused on training teachers

to provide differentiated classroom instruction [[www.researchchild.org](http://www.researchchild.org)].

**Meymandi, Assad:** While Dr. Meymandi's professional status is listed in *IARLD* Directory as Emeritus Professor of Psychiatry at UNC School of Medicine, he did not keep this title very long! The University has recently asked him back on active staff and he is now Adjunct Professor.

**Morfidi, Eleni:** Dr. Morfidi from the University of Amsterdam has a new publication with Aryan van der Leij. The paper deals with dyslexic readers who show unexpected facility with L2 reading. The title is: *Core deficits and variable differences in Dutch poor readers learning English*. It will appear at the first issue of the *Journal of Learning Disabilities*.

**Peer, Lindsay:** *IARLD* Fellow, Lindsay Peer, would like to announce a new programme which she developed with two other colleagues. It is a professional development package for teachers and teaching assistants. It is entitled *Raising the Achievement of Dyslexic Pupils: Dyslexia Friendly Teaching* and is edited by Sylvia Phillips, Lindsay Peer, and Mike Johnson.

**Rosenberger, Peter:** *IARLD* Fellow, Peter Rosenberger will retire from the staff of the Massachusetts General Hospital in April, after 43 years of service. He will continue to maintain an office practice in child neurology in downtown Boston, and will remain active in *IARLD* and other professional organizations.

**Rourke, Byron:** *IARLD* Fellow and Professor at the University of Windsor, Byron Rourke would like to share his website with the membership [[www.nld-bprouke.ca](http://www.nld-bprouke.ca)]. Additionally, Dr. Rourke has the following new publications:

Tsatsanis, K. D., & Rourke, B. P. (in press). Syndrome of Nonverbal Learning Disabilities in adults. In L. Wolf, H. Schreiber, & J. Wasserstein (Eds.), *Adult learning disorders: Contemporary Issues*. London: Taylor & Francis.

Rourke, B. P. (2005). Neuropsychology of learning disabilities: Past and future. *Learning Disabilities Quarterly*, 28, 111-114.

**Silliman, Elaine R.:** *IARLD* Fellow, Professor at the University of South Florida, Dr. Silliman has several new publications:

Danzak, R. L., & Silliman, E. R. (2005). Does my identity speak English? A pragmatic approach to the social world of an English language learner with language impairment. *Seminars in Speech and Language*, 26, 189-200.

Hutchins, T. L., Brannick, M., Bryant, J. B., & Silliman, E. R. (2005). Methods for controlling amount of talk: Difficulties, considerations, and suggestions. *First Language*, 25, 347-363.

Silliman, E. R., Huntley Bahr, R., & Peters, M. L. (2006). Spelling patterns in preadolescents with atypical language skills: Phonological, morphological, and orthographic factors. *Developmental Neuropsychology*, 29, 93-123.

Silliman, E. R., & Scott, C. M. (2006). Language impairment and reading disability: Connections and complexities – Introduction to the special issue. *Learning Disabilities Research & Practice*, 21, 1-7.

Fusté-Herrmann, B., Silliman, E. R., Bahr, R. H., Fasnacht, K. S., & Federico, J. E. (2006). Mental state verb production in the oral narratives of English- and Spanish-speaking preadolescents: An exploratory study of lexical diversity and depth. *Learning Disabilities Research & Practice*, 21, 44-60.

**Sparks, Richard:** Professor of Education at the College of Mount St. Joseph, Richard Sparks has recently published the following articles:

Kahn-Horwitz, J., Shimron, J., & Sparks, R. (2005). Predicting foreign language reading achievement in elementary school students. *Reading and Writing: An Interdisciplinary Journal*, 18, 527-558.

Sparks, R., Javorsky, J., & Ganschow, L. (2005). Should the Modern Language Test be used to determine course substitutions for and waivers of the foreign language requirement? *Foreign Language Annals*, 38, 201-210.

Sparks, R. (2005). Intelligence, learning disabilities, attention deficit hyperactivity disorder, and foreign language learning problems. *Association of Departments of Foreign Languages Bulletin*, 36, 43-50.

## 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](mailto: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](mailto: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](mailto:leong@sask.usask.ca)] and general questions including subscription to Diane Nies of IDA [[dnies@interdys.org](mailto: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](http://www.tandf.co.uk/journals/authors/cijdauth.asp)] or contact Christa [[c.vankraayenoord@uq.edu.au](mailto:c.vankraayenoord@uq.edu.au)].

➤ ***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 website [[www.cec.sped.org](http://www.cec.sped.org)] or contact Steve at [[sg23@umail.umd.edu](mailto:sg23@umail.umd.edu)].

***INCLUDE YOUR CALL FOR PAPERS IN IARLD UPDATES!*** [[nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca)]

## ***NOMINATE A STUDENT*** ↗

### **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](mailto:lkatz@landmark.edu)]. Please note that applications must be received by March 2006.

### ***SEND YOUR NEWS AND ANNOUNCEMENTS!***

Please send news items to  
*IARLD* Updates Editor, Nancy Heath  
[[nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca)]

#### **Pertinent news items:**

grants received; current research and publications; new positions; award announcements; book "briefs" or reviews; conferences; manuscript submissions

**McGill University:** Tenure-track position, Assistant Professor, in Department of Educational and Counselling Psychology in Special Populations/Inclusive Education. For further information or full ad, contact Nancy Heath [[nancy.heath@mcgill.ca](mailto:nancy.heath@mcgill.ca)].

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