
IARLD UPDATES

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
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A MESSAGE FROM THE PRESIDENT

James Chapman

Greetings IARLD Fellows and Members! I hope all in the Northern Hemisphere are enjoying summer and perhaps some time for a vacation. In the Southern Hemisphere it is mid-winter and most of us are in the middle of the academic year.

The recent Academy Conference, held in Toronto in mid-June this year, was an outstanding success. Congratulations to Dr. Judy Wiener and her support team for staging such a good and well-attended conference at the Ontario Institute for Studies in Education (University of Toronto). With over 100 people attending, the conference showed the high level of interest in research carried out by Academy fellows, members, and student members. Indeed, the level of student interest is excellent to see. Students clearly value the opportunity to engage with more experienced Academy researchers, and to receive constructive and encouraging feedback. This level of interest augers well for the future of the Academy, but of course, the success of the mentoring within the Academy is dependent on more established researchers taking the time to participate and contribute in Academy conferences.

Next year, the Conference will be held in Wellington, New Zealand, January 15-17 (2009). This time of year has been selected to coincide with the southern summer and university break. While not ideal for some Northern Hemisphere colleagues, we hope nonetheless that as many members of the Academy as possible will take the opportunity to attend the conference in one of the most beautiful harbour cities in the world. Judging by the high levels of interest over the years in the

Academy holding a conference in New Zealand, we expect very good attendance numbers. Although there are many flights to New Zealand from many parts of the world, I strongly recommend that those interested in attending the conference check out travel options and bookings with their travel agents earlier rather than later. As most are aware, some airlines have been reducing the frequency of flights on some routes.

Plans for the New Zealand conference are well advanced. The following conference website is up and running, with additional information being posted as available [www.eenz.com/iarld09].

The learning disabilities field is very dynamic, with interesting and exciting research being reported in many journals across the world. The field continues to have debates about its “identity” as well as issues relating to specificity of learning impairment, identification and assessment, and intervention. An important emerging theme promoted by a number of Academy researchers relates to the many positive cognitive and creative characteristics of children and adults with learning disabilities. The levels of creativity and resilience shown by people with learning disabilities in some research articles are indeed impressive.

In the *IARLD*, we continue to seek new fellows, members, and student members. The Executive Board, at its annual meeting in Toronto this past June, affirmed the long held view that there are benefits in remaining small, with a total membership of around 300. We have room for growth within that upper limit, and we encourage

all in the Academy to promote the *IARLD* to colleagues and students working in the LD field.

This newsletter is the last to be produced by Editor Dr. Nancy Heath and her assistant, Jessica Toste. Many thanks to you both for the great work you have done in producing the *IARLD* Updates! And we welcome the incoming Editor, Dr. Olga Jerman, and Assistant Editor, Dr. Rosemary Tannock. Many thanks to you both for agreeing to take on this important role within the Academy!

We also welcome new Joint Editors of *Thalamus*, Dr. Charlie Hughes and Dr. Nicole Ofiesh. It is wonderful to have two competent people in the Academy willing to take on this important role. Charlie and Nicole take over from Dr Paul Gerber, who served the Academy extremely well during his term as Editor. Many thanks to Paul for the work done, and to Charlie and Nicole for the work that is beginning!

Finally, the *IARLD* will soon have a new website. The website development is almost complete, and we will announce its launch between now and the end of the year. An enormous amount of work has gone into the development of the website, with Dr. Christa van Kraayenoord, Dr. John McNamara, and my “day job” Executive Assistant Ms. Ngairé Ashton, doing much of the hard work with the website development company Infocreek. This new website will mark an exciting and important development for the Academy, with many user-friendly features that will enhance the benefits of membership as well as provide a better means for promoting the goals and activities of the Academy to others.

All the very best to everyone in the Academy for an enjoyable and fulfilling remainder of 2008!

VISIT THE *IARLD* WEBSITE
WWW.IARLD.NET

EDITOR OF *IARLD* UPDATES

It is with mixed feelings that I end my term as editor of the *IARLD* Updates! I learned a great deal in my role as editor and made connections with colleagues around the world. When I took over the editorship, three years ago, both Le Ganschow (previous editor) and Lynn Meltzer, who was *IARLD* President at the time, were so helpful and encouraging that I felt very supported in learning the role. Many thanks to both of them for that early help, as well as Lynn’s assistant, Laura Sales Pollica, who answered so many questions. Also, thank you to our current *IARLD* President, James Chapman, and his wonderful executive assistant, Ngairé Ashton, for their continual support and help over the last two years. Finally, I could not have done this without Jessica Toste, my editorial assistant, who really did the work! In closing, I feel the newsletter offers so many opportunities for all the members of *IARLD* to communicate and collaborate internationally that it remains an important component of the Academy. Every editor brings something new to the newsletter and I look forward to seeing the innovations of the incoming editor and assistant editor, Olga Jerman and Rosemary Tannock. Congratulations on accepting the challenge!

Nancy Heath, Ph.D., Dawson Scholar
Dept of Educational & Counselling Psychology
McGill University

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

Fellows Report: *Marshall Raskind*

The Fellows' Committee has comprised of Marshall Raskind (Chair), Lee Swanson, and C. K. Leong. From June 2007 to May 2008, we have welcomed none distinguished scholars as *IARLD* Fellows. Their names and affiliations follow: Jamie Lynn Metsala (Mount Saint Vincent University), Georgios Sideridis (University of Crete), Jane Prochnow (Massey University), Rosemary Tannock (University of Toronto), Heikki Lyytinen (University of Jyväskylä), Sunil Karande (Lokmanya Tilak Municipal Medical School and General Hospital), Michal Al-Yagon (Bar-Ilan University), Lorraine Graham (University of New England), and Kevin Wheldall (Macquarie University).

Membership Report: *Christa van Kraayenoord*

The Members' Committee comprises Christa van Kraayenoord, Cesare Cornoldi, Mavis Donahue, and Gad Elbeheri. Mogens Jansen resigned from the Committee during the year. We thank Mogens for his service on the Committee and also to the *IARLD*. In seeking a new member for the Committee we had expressions of interest from four *IARLD* members. In keeping with the aim of an inclusive membership and international representation on the Committee we welcomed Gad Elbeheri to the Committee. New members since the start of 2008 have included Avishai Henik (Israel), David Evans (Australia), Wendy Cavendish (USA), Barbara Muskat (Canada), Nezire Elik (Canada), Nola Firth (Australia), and Janette Ryan (Australia).

Student Membership Report: *Henry Reiff*

The *IARLD* has welcomed three new student members in the past academic year, Adi Sharabi, Naomi Gutknecht, and Jessica Toste. Adi is finishing her doctoral program in the School of Education at Tel Aviv University, Israel. She has been a lecturer at Hakibutsim College and Zefat Academic College and has a research focus on communication technology. Her thesis supervisor is Malka Margalit. Naomi is a graduate student

enrolled in the Master of Arts Program in the Child and Youth Studies department at Brock University, St.Catharines, ON under the supervision of John McNamara. Naomi's research interests center on at-risk young children. According to John, "Naomi's (cutting-edge) research will have important, long-term implications for supporting pre-school children across Canada." Jessica is working on her Ph.D. in Educational Psychology with a major in Human Development at McGill University under the supervision of Nancy Heath. She has already published four book chapters and eight articles (plus two more under review), and has made 55 conference presentations. Jessica will spend next year at the Florida Center for Reading Research as a Fulbright Student Research Award winner. It should be clear that Adi, Naomi, and Jessica are already accomplished professionals in the learning disabilities field and make wonderful new additions to the *IARLD*.

The advantages of joining IARLD for students:

- ✓ You are joining the most prestigious group of international scholars in the field.
- ✓ You will receive several publications and an insider's view of the research in the field.
- ✓ You will find the *IARLD* conferences highly stimulating and rewarding.
- ✓ You will undoubtedly develop some wonderful professional and personal relationships.
- ✓ You will put yourself in an advantageous position to join later as a full member and possibly as a fellow.
- ✓ It looks great on your resume!

Treasurer's Report: *Lynda J. Katz*

As of June 2008, the *IARLD*'s total income was \$28,228. This amount includes a starting balance of \$17,628 and membership payments of \$10,600. We also have two certificates of deposits totalling \$27,970. Our expenses for the year amounted to \$15,090. Because our expenses are outpacing our dues collection and because the most recent series of Annual Meetings have not generated revenue after expenses, the Executive Committee voted to increase dues payments from \$75.00 to \$90.00 (US dollars) beginning with our request for dues payments in September 2009. Also, with the new

website, members will be able to submit dues payments via PayPal. However, we will continue to mail out dues statements as e-mail addresses have proved too inaccurate a method. Currently, we have 209 members in *IARLD*, 121 of whom are current in their membership dues payments. Those members who are in arrears after three years, after notification, are discontinued from membership. If there are any questions regarding the payment of dues, please do not hesitate to contact me [lkatz@landmark.edu].

REFLECTIONS ON THE 2008 *IARLD* CONFERENCE

in Toronto, Ontario, Canada

Submitted by Judith Wiener

My colleagues and I were delighted to welcome *IARLD* members and guests from 6 of the 7 continents of the world – all but Antarctica. Seventy individuals registered for all or part of the conference, 4 OISE/University of Toronto faculty members, and 5 student volunteers worked very hard to make sure they were comfortable and that all events proceeded smoothly. I am thrilled that two of the founding members of the *IARLD* – Doris Johnson and C. K. Leong came and participated. Toronto experienced record snowfalls this past winter and record rainfalls this summer, so we were happy that the weather cooperated giving us three days without rain.

The four symposia were of very high quality. The conference program began with an exciting symposium on the role of working memory in reading and math disabilities chaired by Olga Jerman with papers by Olga herself, Lee Swanson, Maria Passolunghi, Irene Mammarella, and Barbara Carretti, and a stimulating integrative discussion by Rosemary Tannock. The conference ended with a vigorous discussion about the challenges of school-based research chaired by Marjorie Montague. Michal Al-Yagon chaired a symposium on families of children with learning disabilities, with papers by Michal herself, Malka Margalit, Marshall Raskind, Lily Dyson, and

Addison Stone. Judy Wiener led the discussion part of this symposium. The fourth symposium, chaired by Esther Geva, was on recent developments in research on learning disabilities in second language learners. In addition to Esther, Penny Collins, Caroline Erdos, and C. K. Leong presented papers. Alexandra Gottardo discussed this symposium.

The two invited lectures were highlights of the conference. Maureen Lovett, Senior Researcher at the Hospital for Sick children presented a dynamic lecture on key issues in reading intervention research for children and adolescents with severe reading disabilities. Lynn Meltzer gave the Cruickshank Memorial Lecture. She provided an overview of her research program on executive functioning in children and adolescents with LD and the implications for assessment and intervention in the classroom. A local bookstore in Toronto that specializes in psychology books advertised a special price on Lynn's recent book during the conference. A steady stream of participants walked down to this store to get their copy immediately after her lecture.

I was especially pleased by the quality of the roundtable discussions. People who wanted to discuss the topics presented by Lynn in the Cruickshank lecture had the opportunity to do so during a roundtable discussion she facilitated. The roundtable on international perspectives on teacher training, facilitated by Malka Margalit who was a last minute stand-in for Carol Goldfus (who capably organized the roundtable), involved about 12 participants who actively shared their research and practical experiences with teacher training. A large group attended the roundtable organized by Nancy Heath on combining norm-referenced assessment approaches and Response to Intervention Approaches for assessing learning disabilities. The discussion was vigorous, with many points of view presented.

The Toronto conference provided many opportunities for networking and socializing. The 30 posters (on topics such as reading, writing, mathematics, second language learning, nonverbal LD, social skills, ADHD, schooling and teaching, and adult transitions) were accompanied by wine

and cheese. Prior to the conference, about 12 participants did an organized tour to Niagara Falls. The banquet was held at Café L'Espresso. We had drinks and canapés on a beautiful outdoor patio, followed by a superb Italian dinner. At the banquet our guests had an opportunity to appreciate the multi-cultural nature of Toronto (a city where more than 50% of families speak a language other than English at home). Our quiet talk with soft folk music in the background was punctuated by honking horns from cars sporting Turkish flags riding down Bloor Street. Turkey had just won an exciting Euro Cup soccer/football game. Even those of us from Toronto did not know that so many Turkish people lived here.

As of the participants in the Toronto conference know, I fractured my wrist two days before the conference. The excellent presentations and warm interactions with *IARLD* members helped me forget my pain. Although organizing the *IARLD* conference is demanding, my colleagues and I are very happy that we did it. We thoroughly enjoyed being hosts to so many wonderful people and promoting the exchange of important research on learning disabilities.



Judith Wiener, *IARLD* Vice-President/President Elect and 2008 Conference Coordinator



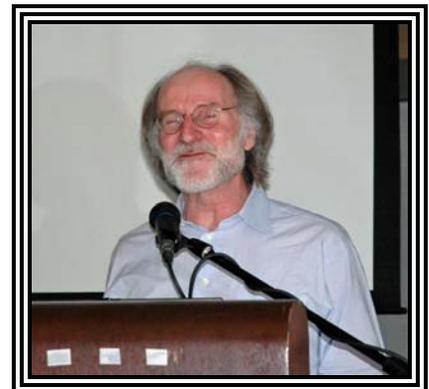
Lynn Meltzer, Past *IARLD* President, delivering Cruickshank Memorial Lecture



Lee Swanson



Rosemary Tannock



Marshall Raskind, *IARLD* Vice-President Fellows

NEWS FROM *IARLD* MEMBERS

CORRECTION: On page 8 of *IARLD* Updates Volume 8(2), there was an error made in the name of Professor Wim Van den Broeck in announcing his new position in Developmental and Lifespan Psychology at the Brije Universiteit Brussel. Please take note of the correction above. We extend our sincere apologies for this error!

Firth, Nola: *IARLD* Member, Dr. Nola Firth, and colleagues have received an Australian Research Council grant to further develop and refine Nola's *LDSuccess* resilience program. Partners on the project are Associate Professor Erica Frydenberg, Graduate School of Education, The University of Melbourne and Dr. Lyndal Bond, Associate Director & Program Leader, Medical Research Council, Department: Social & Public Health Sciences Unit, Glasgow. The three-year project involves 200 students in 2 primary schools who will be tracked from grade 5 to year 7. The project investigates: 1) effectiveness of a universal coping program reinforced by a targeted coping program for students who have learning disabilities, 2) whether we can support continued implementation by embedding the program in an environment of whole school learning disabilities professional development and change. The project begins implementation of the recommendations of Nola's doctoral research. Some of the results of that initial research will be published in:

Firth, N., Frydenberg, E. & Greaves, D. (2008) Perceived control and adaptive coping: Programs for adolescent students who have learning disabilities. *Learning Disabilities Quarterly*, 31.

Flores Macías, Rosa del Carmen: *IARLD* Member, Dr. Rosa del Carmen Flores Macías, recently received a research grant from CONACYT, a Mexican agency that support researchers in different area of science. The project title is translated as "Use of a software to promote the development of reading comprehension in high school students." The objective of this project is to design, develop, and pilot software for the development of reading competence, adapted to the

requirements of reading in Mexican secondary schools. The software, already developed, has different exercises related to reading competence (phonetics, fluency, vocabulary, reading comprehension, etc.) and responds to the needs of the different readers, even those with severe difficulties. The software is being piloted in a Mexican public school. Teachers and researchers are working collaboratively to apply the program.

Graham, Lorraine: *IARLD* Fellow, Dr. Lorraine Graham of the University of New England (UNE) recently edited (with Jeff Bailey, now of the University of Alasaka, Anchorage) a special issue of the *Journal of Learning Disabilities* on Australian research in learning disabilities. This special issue featured six articles, including one authored by *IARLD* Fellow and Head of the School of Education at UNE, Ian Hay and colleagues.

Heath, Nancy: *IARLD* Fellow, Dr. Nancy Heath has recently been promoted to Full Professor in the Department of Educational and Counselling Psychology at McGill University. In addition to serving as Guest Editor for the fall 2007 issue of *Thalamus*, Dr. Heath has recently published a co-edited volume on non-suicidal self-injury, the other major focus of her research program.

Heath, N. L., Toste, J. R., & Roberts, E. (2007). Learning disabilities research: Ten years in review. *Thalamus*, 25(1), 9-17.

Nixon, M. K., & Heath, N. L. (2008). *Self-injury in youth: The essential guide to assessment and intervention*. New York, NY: Routledge Press.

Heiman, Tali: *IARLD* Member, Dr. Tali Heiman was promoted to be the Head of the Education and Psychology Department at the Open University of Israel as of October 1, 2008. She has also published the following articles:

Kaspi-Tsahor, D., Heiman, T. & Olenik-Shemesh, D. (2008). Usage patterns of assistive technologies and their contribution to students with learning disabilities. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 5080-5083). Chesapeake, VA: AACE.

Heiman, T. (2008). Women with learning disabilities in higher education: Perception of the learning environment, coping, and well-being. *Journal of Postsecondary Education and Disability*, 21(1), 4-14.

Heiman, T., Zinck, L., & Heath, N. (2008). Parents and youth with learning disabilities: Perceptions of relationship and communication. *Journal of Learning Disabilities* (forthcoming)

Hung, Li-Yu: John Lloyd, Clay Keller, and Li-Yu Hung edited a special issue of *Learning Disabilities Research and Practice*, which was titled "International Perspectives on Learning Disabilities." It was recently published in the fall of 2007. Seven articles introduce the condition of LD in eight different countries: Botswana, Guatemala, Israel, Norway, Portugal, South Korea, Spain, and Taiwan. Drs. Sideridis and Gerber were invited to offer their review in the issue.

Klingner, Janette: *IARLD* Fellow and Publications Chair, Dr. Janette Klingner, was recently promoted to Full Professor at the University of Colorado at Boulder. In addition, she has four recent book publications.

Hoover, J., Klingner, J. K., Baca, L., & Patton, J. (2007). *Methods for teaching culturally and linguistically diverse exceptional learners*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Haager, D., Klingner, J. K., & Vaughn, S. (Eds.) (2007). *Validated reading practices for three tiers of intervention*. Baltimore, MD: Brookes.

Harry, B., Klingner, J. K., & Cramer, E. (2007). *Case studies in the social construction of disability: Minority students in special education*. New York: Teachers College Press.

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York, NY: Guilford.

Jitendra, Asha: *IARLD* Fellow, Dr. Asha Jitendra, accepted a new position at the University of Minnesota which began in January 2008. She has also published the following works:

Jitendra, A. K. (2007). *Solving math word problems: Teaching students with learning*

disabilities using schema-based instruction. Austin, TX: Pro-Ed.

Jitendra, A. K. et al. (2007). Consultation-based academic intervention for children with ADHD: School functioning outcomes. *School Psychology Review*, 36(2), 217-236.

Jitendra, A. K., Griffin, C., Deatline-Buchman, A., & Sczesniak, E. (2007). Mathematical word problem solving in third grade classrooms. *Journal of Educational Research*, 100(5), 283-302.

Gajria, M., Jitendra, A. K., Sacks, S., & Sood, S. (2007). Improving content area instruction for students with learning disabilities: A meta-analysis. *Journal of Learning Disabilities*, 40(3), 210-225.

Leong, Che Kan: Dr. Che Kan Leong, *IARLD* Fellow and Research Professor Emeritus in the Department of Educational Psychology and Special Education, University of Saskatchewan and Hon. Professor, Department of Educational Psychology, the Chinese University of Hong Kong, has published the following articles:

Leong, C.K., Hau, K.T., Tse, S.K., & Loh, K.Y. (2007). Component skills of text comprehension in less competent Chinese comprehenders. *Annals of Dyslexia*, 57, 75-97.

Leong, C.K. (2008). The impact of sonority on onset-rime and peak-coda lexical decision and naming of lexical items by children with different spelling ability. *Journal of Psycholinguistic Research*, 37, 125-139.

Leong, C.K., & Ho, M.K. (2008). The role of lexical knowledge and related linguistic components in typical and poor language comprehenders of Chinese. *Reading and Writing: An Interdisciplinary Journal*, 21, 559-586.

Leong, C.K., Tse, S.K., Loh, K.Y., & Hau, K.T. (2008). Text comprehension in Chinese children: Relative contribution of verbal working memory, pseudoword reading, rapid automatized naming, and onset-rime phonological segmentation. *Journal of Educational Psychology*, 100, 135-149.

Meltzer, Lynn: Past President of the *IARLD*, Dr. Lynn Meltzer is the editor of the new book

Executive Function in Education: From Theory to Practice (Guilford Press, 2007). This book presents a framework for understanding executive function difficulties together with a range of effective approaches to assessment and instruction. Coverage includes executive function processes in specific disorders--language-based learning disabilities, nonverbal learning disabilities, and autism spectrum disorders--as well as ways to support all students in developing vital skills for self-directed learning. Specific teaching methods are discussed for reading, writing, and math. Scholarly and authoritative yet highly practical, the book provides guidelines for intervening at the level of the individual child, the classroom, and the entire school.

Dr. Meltzer is also the co-author, together with Judi Stein, Kalyani Krishnan, Laura Sales Pollica, Irene Papadopoulos, and Bethany Roditi, of a new book for parents entitled *Parent Guide to Hassle-Free Homework: Proven Practices that Work from the Research Institute for Learning and Development* (Scholastic, 2007). This parent guide aims to empower parents and to alleviate some of the challenges that families face regarding homework. The book includes strategies to help parents identify their child's learning style, provide a positive homework climate, develop an effective homework routine, communicate with teachers, enhance motivation, and support their child in reading, writing, and math.

Meymandi, Assad: Dr. Assad Meymandi, Adjunct Professor of Psychiatry at UNC School of Medicine at Chapel Hill would like to share the news that he was appointed to the Board of UNC-TV. Further, a theater housing Burning Coal players was named "The Meymandi Theater at Historic Murphey School" in Raleigh, North Carolina. Finally, the magazine *Wake Country Physician* with Dr. Meymandi as its founding Editor-in-Chief, has entered its 13th year.

Ofiesh, Nicole: *IARLD* Member, Dr. Nicole S. Ofiesh, has left her faculty position at the University of Arizona and returned to her former home in California, USA. She accepted a position at Notre Dame de Namur University in Belmont,

CA, as Professor of Special Education, and Director of Special Education Credential and Master's Programs [www.ndnu.edu].

Dr. Ofiesh has two recent publications of interest:

Lazarus, D. & Ofiesh, N. (2007). Navigating the Test Accommodation Process from Secondary to Postsecondary Schools. In C. Cook & L. Cahalan-Laitisus (Eds.), *Large Scale Assessment and Accommodations: What Works?* Council for Exceptional Children: Reston, VA. (18pps).

Ofiesh, N. (2007). Math, science, and foreign language accommodations for postsecondary students with learning disabilities: evidence-based decision making at the postsecondary level. *Learning Disabilities Research and Practice*, (22), 4, 237-245.

Additionally, Dr. Ofiesh started working with Morrissey-Compton Educational Services in Palo Alto, CA conducting private evaluations of individuals with learning disabilities and last year was appointed to the editorial board of *Learning Disabilities Research and Practice*. While she continues her research on test and instructional accommodations she has recently started to investigate the relationship between the neuroscience of play, especially puppetry, and effective instruction for students with LD.

Ostad, Snorre: *IARLD* Member and Professor at the University of Oslo, Dr. Snorre Ostad, has published the following article:

Ostad, S. A., & Sorensen, P. M. (2007). Private speech and strategy-use patterns: Bidirectional comparisons of children with and without mathematical difficulties in a developmental perspective. *Journal of Learning Disabilities*, 40(1), 2-14.

Rourke, Byron: *IARLD* Fellow, Dr. Byron P. Rourke received the Distinguished Career Award from the International Neuropsychological Society (INS) at the Society's Annual Meeting in February. This is the first time that this award has been granted. Dr. Rourke was a Charter Member of INS in 1976, and served as its President in 1981. A journal that he co-founded and co-edited from 1979 through 1998 (*Journal of Clinical and*

Experimental Neuropsychology) was adopted as the official journal of INS in 1985. He also co-founded and co-edited three other journals: The Clinical Neuropsychologist (1985-1998), Child Neuropsychology (1985-1998), and Aging, Neuropsychology, and Cognition (1995-1999). Professor Rourke retired from the University of Windsor in 2004. He continues his faculty position at Yale University, School of Medicine. His latest publications include:

Rourke, B. P. (2008). Neuropsychology as a (psycho)social science: Implications for research and clinical practice. *Canadian Psychology, 49*, 35-41.

Brousseau, G., Burke, B., Rourke, B. P., & Buchanan, L. (2008, in press). Cholinesterase inhibitors: A different kind of antipsychotic? *Experimental and Clinical Psychopharmacology*.

Tsatsanis, K. D., & Rourke, B. P. (2008, 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.

Vogel, Susan: Former President of the *IARLD*, Dr. Susan Vogel, was honored at Tel Hai Academic College for having been selected to receive Tel Hai's highest honorary award, called "Tel Hai Dignitary" as an expression of "...Tel Hai's profound esteem and gratitude for [Dr Vogel's] contribution to the development and progress of Tel Hai and its leading rank in Israel's Academic College system." This is the equivalent of an honorary degree. Dr Vogel has been travelling to the northern tip of Israel on the Lebanese border for the last ten years working with Tel Hai's Support Center for Students with Learning Disabilities. In addition, Dr. Vogel has published the following articles:

Vogel, S. A., Holt, J. K., Sligar, S., & Leake, E. (2008). Assessment of campus climate for students with disabilities. *Journal of Postsecondary Education and Disability, 20*(3), 15-31.

Vogel, S. A., Murray, C., Wren, C., & Adelman, P. B. (2007). An exploratory analysis of employment-related experiences of educators with learning disabilities. *Educational Considerations, XXXIV*(2), 15-20.

Wheldall, Kevin: *IARLD* Fellow, Professor of Education, and Director of Macquarie University Special Education Centre (Sydney, Australia), Dr. Kevin Wheldall was recently awarded the Mona Tobias Award for 2008 by Learning Difficulties Australia (LDA). The Mona Tobias Award is an Annual Award presented by LDA "in recognition of an outstanding contribution to the field of learning difficulties in Australia. This contribution may be in the area of leadership, research, practice or teacher and community education."

His recent publications include:

Wheldall, K., & Carter, M. (2008). Editorial: A scientific approach to special education. *Australasian Journal of Special Education, 32*, 1-4.

Stephenson, J. & Wheldall, K. (2008). Miracles take a little longer: Science, commercialisation, cures and the Dore program. *Australasian Journal of Special Education, 32*, 67-82.

Carter, M. & Wheldall, K. (2008). Why can't a teacher be more like a scientist? Science, pseudoscience and the art of teaching. *Australasian Journal of Special Education, 32*, 5-21.

Sharma, M., Purdy, S.C., Newall, P., Wheldall, K., & Beaman, R. (2007). Refractory effects on auditory evoked responses in children with reading disorder. *NeuroReport, 18*, 133-6.

Stephenson, J., Carter, M., & Wheldall, K. (2007). Still jumping on the balance beam: Continued use of perceptual motor programs in Australian schools. *Australian Journal of Education, 51*, 6-18.

Reynolds, M., & Wheldall, K. (2007). Reading Recovery twenty years down the track: Looking forward, looking back. *International Journal of Disability, Development and Education, 54*, 199-223.

Beaman, R., Wheldall, K., & Kemp, C. (2007). Recent research on troublesome classroom behaviour: A review. *Australian Journal of Special Education, 31*, 45-60.

Reynolds, M., Wheldall, K., & Madelaine, A. (2007). Developing a ramp to reading for at-risk year one students: A preliminary pilot study. *Special Education Perspectives, 16*, 39-69.

- Sharma, M., Purdy, S. C., Wheldall, K., Newall, P., & Beaman, R. (2007). An auditory basis for reading disability in some children? *ACQuiring Knowledge in Speech, Language and Hearing*, 9 (2), 56-59.
- Tan, K., Wheldall, K., & Madelaine, A. (2007). A review of the simple view of reading: Decoding and linguistic comprehension skills of low progress readers. *Australian Journal of Learning Disabilities*, 12, 19-30.
- Ellis, L., Wheldall, K., & Beaman, R. (2007). The research locus and conceptual basis for MULTILIT: why we do what we do. *Australian Journal of Learning Disabilities*, 12, 61-65.
- Reynolds, M., Wheldall, K., & Madelaine, A. (2007). 'Meeting Initial Needs In Literacy' (MINILIT): A ramp to MULTILIT for younger low-progress readers. *Australian Journal of Learning Disabilities*, 12, 67-72.
- Reynolds, M., Wheldall, K., & Madelaine, A. (2007). Meeting Initial Needs In Literacy (MINILIT): Why we need it, how it works, and the results of pilot studies. *Australasian Journal of Special Education*, 31, 147-158.

LD AROUND THE WORLD

HOW LEARNING DISABILITIES DEVELOPED IN TAIWAN

Dr. Li-Yu Hung

National Taiwan Normal University

The term learning disabilities made its first appearance in Taiwan in a translated paper titled "The treatment of children with learning disabilities" in 1969" (Wu, 1969). Since a phonological awareness disorder was found as the main cause of reading disability, and the Chinese language was considered a logographic and non-alphabetic language, researchers suspected the prevalence of reading disability might be different. Dr. Kuo conducted a survey of the prevalence of reading disability. His study confirmed what western researchers had suspected. He reported a prevalence of reading disability in Taiwan of 2.82% (Kuo, 1978). This



first formal study led the continuing development of LD in Taiwan. Now, an official definition, assessment and identification, services, and related associations for learning disabilities are available in Taiwan. Although most development follows western practices, many local adaptations have occurred. I would like to share how LD developed in Taiwan during these 30 years.

How LD developed in Taiwan: Four phases

LD was first introduced in Taiwan during the 1960s. Four major phases can illustrate the development of learning disabilities in Taiwan (Hung, 2006). They are: Emergence (before 1983), Foundation (1984-1995), Blooming (1996-2004), and Integration (2005-present).

Emergence Phase: The first study of LD was published by W. F. Kuo in 1978 as mentioned above. However, discrepant results were found by an international comparative study led by Stevenson (Stevenson et al., 1982). Dr. C. C. Hsu was the Taiwanese researcher on that team. They found the prevalence in Taiwan was similar to the other countries participating in that study. During this time, Dr. T.W. Hsu, returned to Taiwan from the US. He offered the first college level course in LD in the Department of Special Education at Taiwan Education College (the former institute of Changhua Normal University). Many students were inspired in Dr. Hsu's LD class and decided to make the study of LD a focus in their future career. Four resource-room programs were established for a research study conducted by Dr. C.C. Hsu in 1982 in Taipei City. Before 1984, when the first special education law was enacted, the concept of LD was known only by those in the professional field. Only a few activities related to LD were available during in this phase. So LD was still relatively unknown in Taiwanese society.

Foundation Phase: The year 1984 was crucial for special education in Taiwan. The first Special Education Law was enacted. LD was listed within the 11 categories of disabilities eligible for special education services. LD was no longer only for research and provided services were no longer only for experiments. Following the law, the official definition, assessment, and college textbooks about LD were gradually made

available to the public. This established the foundation for the blooming development in the next phase. However, the discrepancy dominated definition was controversial, the services for LD were limited, and only special education professionals were involved in the research or practice of LD in this phase.

Blooming Phase: Since some parents were learning about the concept of LD in newly published textbooks, they began to understand their children's learning problems. They became aware that the services for LD were far fewer than should be available. These parents of children with LD formed the first association of LD in 1985 in Taipei City. Another nation-wide association of LD was founded in the next year. Members of these organizations cooperated with special education professors to advocate for statutory services for LD students and to introduce the concept to the public, particularly other parents and teachers. Since there is a strong emphasis on academic achievement in Chinese society, children with low achievement are considered as stupid, lazy, or badly-behaved. Parents and students with LD were discriminated against in schools and communities. Therefore, the concept of LD was disseminated widely in public speeches, articles and other media by parents' associations. Many parents and teachers have changed their views of low achieving students. More services were established for students with LD, more researchers from other disciplines than special education were interested in LD, and more articles about LD were published. According to Hung's estimate (Hung, 2006), an average of 4.5 articles were published each year during this phase, while an average of only 1 article was published each year in the previous phase. Under the influence of the inclusion movement, the new Special Education Law was amended in 1997 (MOE, 1997). The new definition of LD was amended and the criterion of the discrepancy between achievement and ability was replaced by a flexible criterion of discrepancy. The assessment battery and the identification model in school systems were also available before 2000. Special education services provided in general education settings were blooming, which facilitated service provision.

Integration Phase: Special education was the only major profession involved in the development of LD in the previous two phases. More and more professions have participated in the study of or services in LD since 1996, such as psychology, medical, neurology, etc. The cooperative efforts of different disciplines have increased gradually. This was exemplified by the founding of the first professional association of LD in 2005. The annual meeting of the Taiwan Academy of Learning Disabilities (TALD) has become a regular opportunity for different professionals who are interested in LD to meet. An integrated view, policy and services for LD emerge from discussions. Providing accommodations in the Exam of Basic Academic Competence for students applying to senior high school and the Exam of Academic Competence for students applying to higher education, are the best examples of cooperation among the disciplines of special education, technology, medicine and educational administration. Because attaining acceptance to a top school is the first priority of most Chinese parents in Taiwan, securing an equal opportunity during entrance examinations is quiet a big issue in the society. Providing accommodations for students with LD was controversial. Therefore, the validated assessment of the special needs of LD and the technology of accommodation solve the argument. Students with LD can go to college with special education services for higher education, which is no longer the dream of parents of students with LD.

As LD students become older, new issues and challenges occur; such as compulsory military service, test accommodations in non-educational settings, and audio-books for non-educational needs. These issues indicate that the society accepts LD as a disability in education in Taiwan, but LD is still suspected as disable in the non-educational conditions. So, more comprehensive efforts are needed to defeat this myth. Can the needs of LD be secured under the new law titled *The Act of Promotion of Rights of Individuals with Disabilities* (MOI, 2007)? It might be the indicator for the collaborate involvement of different disciplines.

Commonalities and Differences

Like most countries, the criterion of discrepancy and resource-room programs are the main ways to provide services to LD. We started our first steps to practice LD in a similar way. However, the professional fields of LD in Taiwan differed from other countries in several ways. Medical personnel and speech and language pathologists were the main groups involved in the field of LD in the US, and later, special educators and psychologists were involved in the field (Hallahan, Kauffman, Lloyd, 1999). Although one of the first two studies was done by a medical doctor, special educators were the major professionals involved in the field of LD. Due to lacking previous local experiences and the empirical bases, most practices were adapted from the US, and any new ideas that were brought in from the US would become popular. So, the ideas of meta-cognitive strategy and sensory integration became popular in the field of LD at the end of the 1980s to the late 1990s. Until the end of 1990's, the intervention and psychological assessment battery based on our local studies, especially the decoding of Chinese characters, were available. According to Wang's review the literature of remedial programs of Chinese literacy in Taiwan before 2000, she found remedial program focusing on decoding was far behind than the meta-cognitive strategy used in literature (Wang, 2001).

Sideridis' concluding of LD from eight countries including Taiwan (2007), he had six major concerns of LD definitions that occurred in Taiwan. In the foundation phase, when we tried to find LD students for services, the problem of lack of standard measurement emerged. A revision of western rating scales was the easiest and fastest way to address this problem. Furthermore, as more and more local measurements were developed and put into practice, the issues of reliability and validity of identification criterion become another major concern. Sideridis questioned the low prevalence of LD in Taiwan resulted in the identification model, instead of the cultural factor addressed by Tzeng (2007). However, the increase of enrolled LD students by this identification model (Tzeng, 2007) was challenged by the school

administration and the advocates of other disabilities. As stated in the aforementioned background, most schools try to promote students achievement as much as possible, so do many parents. The concept of LD is considered an excuse and a stigma label for students to be excluded from the competition of examination. So, students with severe learning disabilities or those with more special education needs are the major focus of identification in Taiwan. Facing pressures from the advocates of other disabilities, the increased enrollment of LD students was watched carefully. The formal identification of LD and the significant increases occurred in the late 1990s. At that time, the national economy started to decrease. Therefore, sharing of budgets and resources with those existing groups was necessary and careful identification and focus on the severe ones was the solution to make practice of LD more possible in Taiwan. Another resulting compromise is that the assessment of LD is done by educational diagnosticians instead of psychologists. There are many reasons behind this compromise: the certification of psychologists was not available until 2002, the training and supplements of psychologists are far behind the needs of LD, and there is no employment policy for psychologists working in the schools. Therefore, we started to provide in-service training for selected special educators to be an educational diagnostician (in terms of Psychological Assessment Team, in Tzeng, 2007; Hung et al., 2006). Their assessments are supervised by an Identification, Placement and Guidance Committee (IPGC) consisting of professors and other professional practitioners. The identification and low prevalence of LD is influenced not only by professional ideas but also by special socio-economical background.

In the mid 1990s, development of LD in Taiwan, faced a dilemma: wait for the opportune model or try the compromised one. I think many countries encounter this moment, too. Our decision makes the difference. However, we will have to live with the possible sacrifice of the decision we have made, and we have to make up for the sacrifice and find possible solutions in the future.

For reference list, please contact Dr. Hung [t14010@ntnu.edu.tw].

IARLD MEMBER INTERVIEWS

IARLD Fellow – Michal Al-Yagon

Head, Educational Counseling Program
School of Education, Bar-Ilan University (Israel)

Nominated by Malka Margalit (August 2007).

What are your current research interests? My research interests focus on the socioemotional and behavioral functioning of children with learning disabilities, as well as the possible risk and protective factors that may contribute to differences in these children's adjustment and maladjustment.

Beyond these primary interests, I have investigated three levels of risk and protective factors: the individual level (e.g., temperament; attachment relations), the family level (e.g., parental personal resources), and the community level (e.g., teacher-child patterns of relations). In addition, I have examined the patterns of attachment relationships that children with learning disabilities demonstrate with their parents (family level) as well as with their teachers (community level), in an attempt to outline the possible contribution of such relations to the children's socioemotional and behavioral development and functioning. Recently, I also scrutinized the role of maternal personal resources in moderating the effects of learning disabilities on socioemotional and behavioral adjustment, and I widened the scope of investigation to the roles of both fathers and mothers for children with learning disabilities as well as for children with comorbid learning disabilities and ADHD.

How did you hear about the IARLD? What made you decide to join? I learned about the IARLD from Prof. Malka Margalit. I decided to join the IARLD in light of my ongoing research interests focusing on children with learning disabilities and their families. This interest has spanned my academic years, first as a special education research coordinator in the School of Education at Tel Aviv University, then continuing during my doctoral and postdoctoral studies, and now as Head of the Educational Counseling Program in the School of Education at Bar-Ilan University, Israel.

As a result of my longstanding research interests in this field, I felt it very important to affiliate with a group of prominent scientists and clinicians who collaborate to advance their understanding of individuals with learning disabilities.

Tell us something about your professional background and what you are doing now. I received my Ph.D. in special education from Tel-Aviv University. My doctoral dissertation investigated *Emotional, Social, and Behavioral Adjustment Among Kindergartners At-Risk for Developing Learning Disorders*. My postdoctoral studies were in the Department of Psychology at Bar Ilan University, focusing on the link between attachment-related factors and social-emotional adjustment among school-aged children with learning disabilities.

From February 2006, I have been serving as Head of the Educational Counseling Program in the School of Education at Bar-Ilan University. This position offers a valuable opportunity for me to introduce a developmental perspective into the counseling program and to incorporate issues related to high-risk populations and their families. In my other local and international academic activities, I have collaborated on research and continue to work with researchers from other universities. In addition, I recently completed a psychoanalytic training program in order to enrich my psychotherapeutic work and forge stronger connections between fieldwork and theoretical and empirical study.

What are your personal hobbies or special interests? Beyond my academic activities, I gain much satisfaction from my work over the years as a psychotherapist. I worked for over a decade in a psychiatric hospital and now in private practice. For many years, I danced classical ballet and modern dance. I enjoy traveling, hiking, cooking, and bicycling with my husband and my son.

Change of Address

Please send changes to James Chapman
[j.chapman@massey.ac.nz]

IARLD Fellow – Lorraine Graham

Associate Professor, University of New England
The National Centre of Science, Information and
Communication Technology, and the Mathematics
Education for Rural and Regional Australia (SiMERR) Wales and in the Northern Territory.



Nominated by Bruce Knight (2007).

What are your current research interests? I am most interested in intervention research and effective ways of working with students to develop their basic academic skills. I work mainly with middle-years students with learning difficulties.

How did you hear about the IARLD? What made you decide to join? I have been aware of the IARLD since my student days at Simon Fraser University in Vancouver, Canada. I clearly remember a flyer about the Academy being prominent on Bernice Wong's office door. Ian Hay prompted me to apply to the IARLD when he was Professor of Special Education and Head of School at the University of New England.

Tell us something about your professional background and what you are doing now. I first taught in Queensland primary schools. I was always challenged by the students who had the most difficulty learning despite their obvious "quickness" in many arenas. I left Australia and went to study with Professor Bernice Wong at Simon Fraser University. I did my Masters and Ph.D. with Bernice. During these years, I worked in schools with teachers and students developing and implementing comprehension strategies. I returned to Australia to take up a position at the University of New England in regional New South Wales when my first daughter was born.

Currently, I am involved in a large scale intervention program focused on improving the basic numeracy and literacy skills of middle-years students. We are working throughout New South Wales and in the Northern Territory.

What are your personal hobbies or special interests? I love live music and good films. My two adolescent daughters are growing-up quickly. They keep me interested and busy.

IARLD Fellow – Asha K. Jitendra

Rodney Wallace Professor for Advancement of
Teaching and Learning, University of Minnesota



Nominated by Marjorie Montague (2007).

What are your current research interests? My research interests focus on instructional design, particularly in mathematics and reading, textbook analysis, and dynamic assessment.

How did you hear about the IARLD? What made you decide to join? I heard about IARLD from Marjorie Montague. I liked the international perspective and representation of membership in the Academy.

Tell us something about your professional background and what you are doing now. Before joining the faculty at the University of Minnesota, I was a professor for 14 years in the College of Education at Lehigh University and faculty for three years to the Center for Promoting Research to Practice. I earned my Ph.D. in Curriculum and Instruction at the University of Oregon in 1991. My scholarly contributions comprise numerous articles in top tiered journals in special education,

education, and school psychology. My work on mathematical problem solving includes a recently published curriculum text entitled, *Solving math word problems: Teaching students with learning disabilities using schema-based instruction*. My colleagues and I were recognized by the American Psychological Association with an award for an outstanding article in the *Journal of School Psychology*. I have managed several federal research grants and am currently the PI on a US Department of Education project that studies students' learning of ratio and proportion. I serve on seven editorial boards. In addition, I served as the associate editor of the *Journal of Learning Disabilities* and edited two special issues (i.e., textbook evaluation and modifications for students with learning problems, *Reading and Writing Quarterly*; *Mathematics Assessment, Assessment and Effective Intervention*).

What are your personal hobbies or special interests? I love to travel and meet people, watch movies (thrillers and drama), cook, and spend time with my family.

IARLD Fellow – Sunil Karande

Associate Professor of Pediatrics, Learning Disabilities Clinic, Division of Pediatric Neurology
Lokmanya Tilak Municipal Medical College



Nominated by Malka Margalit (August 2007).

What are your current research interests? My current research interests are in the field of specific learning disability, Attention Deficit Hyperactivity Disorder, and children having borderline intellectual capacity (slow learners).

How did you hear about the IARLD? What made you decide to join? I heard about IARLD when I received the e-mail from Professor Malka Margalit. Then I went on to its website and read about IARLD and decided to join.

Tell us something about your professional background and what you are doing now. In 1980 I got admission to Seth Gordhandas Sundardas Medical College & King Edward VII Memorial Hospital, Mumbai (Bombay) for doing my undergraduate MBBS degree which I completed in 1985. Subsequently, I did my MD (Pediatrics) from the same institution and completed it in 1989. I always wanted to be a medical teacher and researcher. I have been a postgraduate medical teacher for the last 18 years. Early in my career I was a Lecturer in Pediatrics at Seth Gordhandas Sundardas Medical College & King Edward VII Memorial Hospital, Mumbai (Bombay) till 1998. Since then (and still today) I have been an Associate Professor of Pediatrics at Lokmanya Tilak Municipal Medical College & General Hospital, Mumbai. I have been working in the field of Pediatric Neurology since 1994. Since 1998, I have also been working in the field of learning disabilities. Over the years, I have done several research projects and published 82 articles in journals indexed on PubMed (Medline). I am also currently the Associate Editor of Indian Journal of Pediatrics. I am also a Reviewer for several journals both Indian and International.

What are your personal hobbies or special interests? My work as a medical teacher consumes a lot of my time. On week-ends I get some time to see movies and play with my two divine Golden Labrador Retrievers.

IARLD Fellow – Jamie Metsala

Associate Professor, College of Education
Mount Saint Vincent University

Nominated by Judith Wiener (Spring 2008).

What are your current research interests? My primary research interests include vocabulary acquisition and lexical organization, precursors and development of phonological awareness, and

the phonological basis of reading disabilities. My secondary interests include social cognition in children with nonverbal learning disabilities.

How did you hear about the IARLD? What made you decide to join? I first heard of the Academy when I presented at an *IARLD* conference in about 1994. However, I recently joined in order to fully partake in *IARLD* conferences and events.

Tell us something about your professional background and what you are doing now. Graduated from the cognitive science program at the Ontario Institute for the Study of Education (OISE) many years ago, and in between academic positions served as Director of Research and Psychology at Integra, a mental health center for children with learning disabilities. Currently I am a registered psychologist and teach in the School Psychology program in the College of Education at Mount Saint Vincent University. In my teaching and supervision of school psychology students, I am concerned with getting research-based knowledge to inform practices in assessment and interventions for students with learning disabilities. As a College of Education faculty member, I am concerned with educating B.Ed. students in research-based methods in early reading instruction and in instruction for children with learning disabilities.

What are your hobbies or special interests? My most special interest is my 4 year-old daughter, Emma – and who has time for hobbies?!

IARLD Fellow – David Scanlon

Associate Professor of Special Education
Lynch School of Education, Boston College



Nominated by J. Klingner and M. Montague (June 2007).

What are your current research interests? My research interests include content-area literacy and learning strategies, secondary and postsecondary transitions, Asperger's Syndrome, and social cognition.

How did you hear about the IARLD? What made you decide to join? I originally learned of the organization while a doctoral student. My advisor, Candy Bos, urged me to join as a student member but I was too poor to do so. I have for years since then been looking forward to being invited to join, so was pleased and honored when Janette Klingner and Marjorie Montague approached me. I think sharing international perspectives is important for getting to many of the scientific truths about LD.

Tell us something about your professional background and what you are doing now. Upon receiving my degree from the University of Arizona (USA) I became an Assistant Research Scientist at the University of Kansas Center for Research on Learning. With my colleagues there I researched strategy interventions for the then-emerging context of content-area inclusion. I also became involved in transition and young adult literacy education as part of that work. I am now an Associate Professor at Boston College. While I miss being part of a full time research center, I came to this position because I wanted to be able to teach about special education as well as conduct research. My research has continued here, where I have also begun to investigate social skills interventions for children with Asperger's Syndrome. I currently serve as Editor of The Learning Disability Quarterly.

What are your personal hobbies or special interests? Despite the fact I live in a high rise building, I'm fond of gardening. I also enjoy cooking and hope to one day learn the skills of baking.

IARLD Fellow – George Sideridis

Associate Professor, Department of Psychology
University of Crete

What are your current research interests? My current research interests are in the area of motivation and learning disabilities, specifically applications of goal theory for the explanation of student behavior in the classrooms.

How did you hear about the IARLD? What made you decide to join? I have heard about the IARLD from very respectable colleagues and friends such as Marjorie Montague and Malka Margalit.

Tell us something about your professional background and what you are doing now. I am currently an associate professor and chair of the Department of Psychology at the University of Crete, Greece. I graduated from the Department of Human Development at the University of Kansas in 1995 with a Ph.D. in Developmental and Child Psychology and have since joined the Center of Social Development and Education at the University of Massachusetts, Boston.

What are your personal hobbies or special interests? My personal hobbies are basketball, rowing, and scuba diving.

IARLD Fellow – Kevin Wheldall

Director, Macquarie University Special Education Centre and Director, MULTILIT Research Unit



Nominated by James Chapman (October 2007).

What are your current research interests? My current research interests include developing

effective intervention programs for both young and older low-progress readers, Response-to-Intervention, curriculum-based measurement of reading, classroom behavior management, and exposing bogus ‘treatments’ for low-progress readers. In addition, I am interested in gender differences in reading disability, critiques of Reading Recovery, and a pre-school intervention program for phonological and phonemic awareness.

How did you hear about the IARLD? What made you decide to join? I came across an issue of the IARLD newsletter, perused the website, and then contacted James Chapman. It seemed that IARLD would be the sort of association that reflected my current interests and professional activities.

Tell us something about your professional background and what you are doing now. I graduated with honors in psychology and completed my Ph.D. in educational psychology in the seventies in the UK, before moving to Sydney Australia in 1990. Since then, I have been the Director of Macquarie University Special Education Centre. (I also served for a period as an Associate Dean of Research.) I am also Director of the MULTILIT (‘Making up Lost Time In Literacy’) Research Unit and Chairman of MULTILIT Pty Ltd, a university ‘spin-off’ company. As well as being a Fellow of IARLD, I am also a Fellow of the British Psychological Society, the College of Preceptors (Teachers) in the UK, and the Academy for the Social Sciences in Australia. I have edited the journal *Educational Psychology* (which I jointly founded) since 1980 and have served as the President and Executive Editor of Publications for Learning Difficulties Australia (LDA). I am this year’s award winner of LDA’s Mona Tobias Award.

What are your personal hobbies or special interests? My hobbies and special interests include catching up with family (my wife, Robyn, and I have five children between us), enjoying our three dogs, reading and admiring my extensive book collection, playing with data, and doing very little at our farm – a county retreat set on 40 acres three hours drive from Sydney.

IARLD Member – Wendy Morrison Cavendish

Assistant Professor, Dept of Teaching and Learning
University of Miami

Nominated by Marjorie Montague (March 2008).

What are your current research interests? My current research interests focus on transition for students receiving special education services and community reintegration (transition) for juvenile justice involved youth; and student and family centered planning and facilitation of involvement by schools for diverse students/families.

Tell us something about your professional background and what you are doing now. My professional background includes experience as classroom teacher, reading/literacy coach, and administrator in a large, urban school system working with students and families of general education, special education, and at risk students. I have also been an education specialist with the Florida Department of Education in the assessment of education program delivery in juvenile justice facilities and the provision of technical assistance related to special education service delivery across the state, in addition to a researcher with Florida State University's Center for Criminology and Public Policy Research focused on longitudinal data collection and analysis of State's juvenile justice involved youth and community level youth violence prevention programs. I am a school level researcher with general and special education student populations related to graduation and transition outcomes.

IARLD Member – Nezihe (Nez) Elik

Assistant Professor, Faculty of Education
Mount Saint Vincent University



Nominated by Judith Wiener (February 2008).

What are your current research interests? I am currently going through the typical process of being a new academician. That is, I am working on publishing my theses and at the same time, extending my research into new areas that I am also interested in. Based on my graduate work, I am currently working on manuscripts that examine preservice and practicing teachers' beliefs, emotions, immediate reactions (e.g., giving a timeout) and planned behaviors (e.g., checking a student's academic history) toward children with learning and behavioral problems. This data is based on self-report questionnaires, because I wanted to have a large sample to test a model of interrelationships among beliefs, emotions, and behaviors (we can call them intentions because they are self-reported) by using path analysis. Based on my graduate work, I am also writing up the data on teachers' open-mindedness and readiness to learn and how these general personality variables predict teachers' attitudes and intentions.

Finally, comparison of Turkish and Canadian preservice teachers' attitudes and a meta-analysis of interventions to change teachers' attitudes and behaviors toward children with special needs are other manuscripts that I am working on. In addition, I have started to look into two new areas of research: understanding general personality variables better and examining mathematics difficulties through the use of a technology that will help me conduct microanalyses of students' successes and mistakes.

How did you hear about the IARLD? What made you decide to join? I heard about the IARLD through my mentor (and former thesis supervisor), Prof. Judith Wiener. I have always been someone who is involved in various associations since my undergraduate years. However, the need to be connected with colleagues with similar research and professional interests became paramount since completing my Ph.D. and leaving the network of my supervisors and friends. The IARLD is international and focuses on research on LD, and its members are the leading researchers in their areas; so I was thrilled when I was accepted as a member and the 2008 conference confirmed that it is a perfect fit for me: being a

Turkish Canadian, and having interest in cross-cultural research in the area of learning, emotional, and behavioral difficulties.

Tell us something about your professional background and what you are doing now. I am a school and clinical psychologist, who is in the process of completing the licensing process. I am hoping that I will be fully registered with the Nova Scotia Board of Examiners in Psychology within a few months. During my graduate studies at the Ph.D. level I enjoyed the clinical work very much, thus, I wanted to combine research and clinical work in my career. Currently, part of my teaching in the School Psychology program at Mount Saint Vincent University involves supervision of individual / group psychotherapy cases. This way, I am connected to the applied clinical work in the school settings, but I would also like to start a very small private practice as soon as I get fully registered.

What are your personal hobbies or special interests? Given my busy life, I would say that my hobbies are spending time with my husband, daughter (5 years old), and cat, reading books on various topics, taking care of my house and garden, and playing a Turkish musical instrument called “baglama” or “saz.” Also, I enjoy writing stories (fiction and memoir) and painting.

IARLD Member – Nola Firth

Postdoctoral Research Fellow

Murdoch Children’s Research Institute (Australia)



Nominated by James Chapman (February 2008).

What are your current research interests? Given the increasing information regarding the genetic basis and lifelong nature of learning disabilities I am passionate about the need for young people to understand and accept their learning disabilities and to be resilient and successful despite their challenges. My research work over the past ten years has therefore focused on developing and trialing resilience programs that are specifically tailored for the content and access needs of students who have learning disabilities. Here in Australia there is little recognition or understanding of the phenomenon of learning disabilities; this impacts students’ opportunities to come to terms with their situation. I am therefore also very interested in ways to change this situation. Now that New Zealand has made progress in this regard I think the time to work hard for similar change in Australia may have arrived.

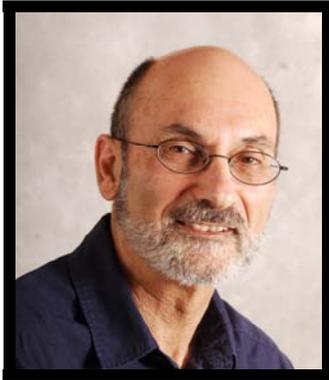
How did you hear about the IARLD? What made you decide to join? Professor James Chapman examined my doctoral thesis and it was through this connection that I learned about *IARLD*. I then found that many of the people whose work I had followed were members of the association. I was therefore delighted to be able to become a member and am looking forward to meeting some of you at the New Zealand conference in January.

Tell us something about your professional background and what you are doing now. Originally a secondary school teacher I became interested in the students who were not succeeding in my classes. I then became a special education consultant, a role that involved collaboration with students, parents, teachers and other professionals to develop and implement education plans for primary, secondary and adult students with learning disabilities and intellectual disability. During this time I also served as president of Learning Difficulties Australia. Later, as a research associate at Swinburne University of Technology, Australia, I was involved in the development, delivery, and trial of train the trainer modules for learning disabilities teacher professional development. My master’s, doctoral, and current Australian Research Council funded research project all involve the development and

trial of resilience programs for students who have learning disabilities. The latter project also includes structural school change to ensure these programs are securely embedded and supported by the school environment.

What are your personal hobbies or special interests? I travel each day home to a beautiful place on the edge of a protected forest and I am delighted by the birds and animals that live near us. I write poetry, practice Zen meditation, and enjoy classical music.

IARLD Member – Avishai Henik
Professor, Department of Psychology
Ben-Gurion University of the Negev (Israel)



Nominated by Malka Margalit (January 2007).

What are your current research interests? For many years I studied attention and single word processing. In the field of attention, I have been interested both in selective attention and in visual-spatial attention. Recently I have become interested in studying synesthesia, numerical cognition and developmental dyscalculia. In all fields of study, I mostly focus on the interplay between automatic and control processes. I work in the general area of cognitive neuroscience and my research is aimed at understanding mental functioning and its relationship to the brain. To this end, my research employs behavioral as well as neuroimaging studies of individuals with and without brain injuries.

How did you hear about the IARLD? What made you decide to join? Prof. Rosemary Tannock and Dr. Orly Rubinsten organized a symposium on

developmental dyscalculia in the *IARLD* meeting in Slovenia and invited me to give a talk. This gave me the opportunity to learn about *IARLD* and I decided to join.

Tell us something about your professional background and what you are doing now. I conducted my Ph.D. research at the Department of Psychology at the Hebrew University Jerusalem, under the supervision of Prof. Daniel Kahneman, in Cognitive Psychology, specifically in the area of selective attention. I earned a Rothschild Foundation Postdoctoral Fellowship and went to work with Prof. Michael Posner, at the University of Oregon. At that time, Mike and Prof. Oscar Marin opened a neuropsychology laboratory at Good Samaritan Hospital in Portland, Oregon, and I was one of their first post-docs. There, neurologists and psychologists collaborated in an effort to unravel the brain-behavior puzzle. Needless to say, this fascinated me and I continued to work in this area upon my return to Israel. Major themes of research in my lab these days are numerical cognition and developmental dyscalculia. We study the elementary mental operations involved in number processing and the neural structures that subserve these operations. We focus not only on explicit processing of information but also on implicit processing.

What are your personal hobbies? My hobbies include reading, jogging and photography.

IARLD Member – Barbara Muskat
Practicum Director, University of Toronto
Factor-Inwentash Faculty of Social Work



Nominated by Judith Wiener (April 2008).

What are your current research interests? I am interested in research on how learning disabilities impact the development of identity in youth, as well as research on the efficacy of psychosocial interventions for children and youth with learning disabilities.

How did you hear about the IARLD? What made you decide to join? I have known about IARD for some time, having read several issues of *Thalamus*. The recent conference in Toronto spurred my interest in the organization. *IARLD* membership is comprised of the researchers who I have read for years and whose work has been the inspiration for my clinical practice and now my research interests.

Tell us something about your professional background and what you are doing now. For over 25 years I worked in clinical settings that addressed assessment, diagnosis and clinical intervention for children and youth with learning disabilities. These settings include a public school system, a hospital child development clinic and a children's mental health centre specializing in learning disabilities. In the centre I worked directly with children, adolescents and their families, individually and in groups. I also developed a consultation service to help the mental health sector better understand the impact of learning disabilities on their clients and the educational system to understand the social/emotional impact of learning disabilities on their students. I also developed an experiential workshop to assist in the consultation service. I work at the Factor-Inwentash Faculty of Social Work at the University of Toronto, teaching courses in direct practice with children and adolescents and in social work practice with groups. I am the director of the Practicum Office, which places over 300 students a year in social work settings. I have a small private practice with individuals impacted by learning disabilities, ADHD or Asperger Syndrome.

What are your personal hobbies or special interests? For the past five years I was completing a doctoral program in social work (I defended last November). I lost track of hobbies during that time! However, I spend lots of time with my

family (spouse, 4 grown children, and dog), am an avid walker, love listening to music, reading novels, and have served as a volunteer on a number of community boards.

IARLD Member – David McLoughlin

Director, Independent Dyslexia Consultants
Visiting Professor, University of Buckingham



Nominated by Lynda Price (June 2007).

What are your current research interests? Until recently Independent Dyslexia Consultants was known as The Adult Dyslexia and Skills Development Centre. I established it with long standing colleagues in 1993 as there was no Centre dedicated to the needs of adults with hidden disabilities, provision being an 'add on' at most Centres. I am both an educational and occupational psychologist involved in diagnostic assessment, career evaluation and training. My research interests derive from my applied work as I have a commitment to evidence based practice.

Tell us something about your professional background and what you are doing now. I originally trained in Australia, my parents having emigrated from the UK when I was eleven years. I worked as psychologist in Australia for several years before returning to the UK and undertaking Doctoral research. I have always been involved with people, children and adults who have hidden disabilities, and knew something about learning disabilities before training as my father who died this year was an educator and campaigner in the field. It was perhaps his influence that first made me aware of how vulnerable people with disabilities and their families are to snake oil

salesmen. There is too much cottage industry and pop psychology out there for my liking and I think the learning disabled deserve better. Research should underpin good practice and researchers should look to practitioners for at least some of their research questions.

How did you hear about the IARLD? What made you decide to join? It was Lynda Price who told me about *IARLD*. I had met her with Paul Gerber in Jacksonville and she encouraged and supported my application. I have met up with her several times since and recently presented with her at a symposium for the British Dyslexia Association Conference. I share her interest in disclosure and the process of helping people with hidden disabilities advocate for themselves. With a colleague at Buckingham University which is where I conduct my research we have used an internet based questionnaire to find out something about the workplace experiences of graduates who were in receipt of accommodations whilst at university. Like Paul and Lynda we have found the disclosure rate to be low. We are currently working on widening our data base. As well as the empirical work I am also interested in theoretical issues such as definition. It seems to me that the matter of defining syndromes dyslexia has not been addressed in a way that acknowledges persistence across the life span. We need definitions that incorporate all of the manifestations of dyslexia from childhood through to adulthood or separate definitions for each phase. I joined *IARLD* in the hope of meeting likeminded people who are interested in setting the agenda in terms of the challenges of adulthood.

What are your personal hobbies or special interests? Outside work most of my time is spent with my family. I have two sons, 12 and 17, both diagnosed with dyslexia but great readers. We travel a lot, mainly in Europe and especially France, but try to get back to Australia to see family when we can. I enjoy London life, attending the theatre, concerts and opera but there is so much on we have to be selective.

IARLD Student Member – Adi Sharabi

Researcher and Lecturer, Department of Special Education – Kibbutzim College of Education, Technology and the Arts



Nominated by Malka Margalit (April 2008).

What are your current research interests? The main focus of my research includes emotional, social and cultural aspects of LD, as well as developing scientific knowledge about the heterogeneous nature of LD, and identified factors that predict resilience and students' motivation.

How did you hear about the IARLD? What made you decide to join? I heard about the *IARLD* from Prof. Malka Margalit, my doctoral research supervisor. In light of its international importance, I decided to join the *IARLD*, as a researcher in the area of learning disabilities.

Tell us something about your professional background and what you are doing now. After graduating and receiving my Bachelor of Education and Teacher's certificate in Special Education in 1996, I started working as a teacher in Special Education and with students with LD. In 2003, I received my M.A. degree in Special Education at Tel Aviv University. Between 2003 and 2008, I worked as a National Instructor for teachers of students with LD at the Israeli department of education. In 2006, I worked as a lecturer at Zefat College and in 2007 I got a position as a lecturer and researcher at Kibbutzim College of Education. In 2008, I graduated and received my Ph.D. at Tel Aviv University.

What are your personal hobbies or special interests? I am married and have three children, a girl and two boys. The eldest is 11 years old, the middle one is 9 years old, and the youngest is almost 3 years. Besides my work and research, I do my best to dedicate my time to raising them which gives me much pleasure and great interest.

IARLD Member – RonStringer

Associate Professor, McGill University
Dept of Educational and Counselling Psychology

Nominated by Nancy Heath (November 2007).

What are your current research interests? My research interests include Rapid Automatised Naming, learning disability practice issues, the experiences of students with LD, and the use of inquiry education with students with LD.

How did you hear about the IARLD? What made you decide to join? I first learned about *IARLD* while I was at the Bangor Dyslexia Conference in 2004. *IARLD* was meeting at Bangor right after the conference and I was impressed by the membership and the focus of the group. Later, Nancy Heath suggested I should join. It took a while, but I eventually took her suggestion.

Tell us something about your professional background and what you are doing now. I did my undergraduate work at University of Toronto and my graduate study at the Ontario Institute for Studies in Education. As an undergraduate, I was primarily interested in neuropsychology. My master's degree was in School Psychology and my doctorate in Cognitive Science. After I graduated, I practiced as a School Psychologist in an Ontario school board. I currently work in private practice with my wife, do research, and teach clinical courses in the School/Applied Child Psychology Program at McGill University.

What are your personal hobbies or special interests? I recently took up the sport of curling, after a twenty year hiatus. I am also interested in sailing, martial arts, choral singing, and writing fiction. I also find myself spending a good deal of

time studying French so that I can finish my professional licensure exams here in Montreal.

MANUSCRIPT SUBMISSIONS

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 Dr. Nicole Ofiesh [nofiesh@ndnu.edu] or Dr. Charles Hughes [cah14@psu.edu].

PLEASE SEND YOUR NEWS BRIEFS
to the incoming Editor of *IARLD* Updates,
Olga Jerman [olga@frostig.org]

MARK YOUR CALENDARS FOR 33RD *IARLD* CONFERENCE JANUARY 15-17, 2009



Don't miss the 33rd Annual *IARLD* Conference! It will be held in Wellington, New Zealand. By early fall, a call for proposals will be distributed to the membership. The program will include three presentation formats: interactive posters, symposia, and roundtable discussions. Take advantage of this southern summer that will provide a wonderful opportunity to mix academic activity with a visit to a beautiful country. Stay tuned to the *IARLD* and conference websites for further information. [www.eenz.com/iarld09]

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