



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 21 (2) 2021

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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.



A Message from the President

Georgios D. Sideridis

Dear colleagues,

I hope you are all well and healthy as we are running through yet another COVID variant that threatens our safety. Vaccinations and COVID-related medicine are more imperative than ever. At IARLD we have had some tough decisions to make. Given COVID-related concerns, our Board has decided first to postpone our November conference and move it to

January of 2022. However, after further scrutiny and in the presence of a lot of uncertainty and turmoil with the disease, we have decided to move our conference to September of 2022, which will take place in Oviedo, Spain under the leadership of Professors Celestino Rodriguez and Paloma Gonzalez. Final dates will be announced soon, so please be on the lookout at our website (www.iarld.com), although direct emails to membership will also be sent out. Professor Sharon Vaughn has agreed to offer the William Cruickshank memorial lecture. Celestino and Paloma already have made fantastic arrangements for the on-site conference that will be held in a historical building. They are also currently working on setting up the infrastructure for the proposed hybrid format that will include both on-site and virtual components.

As always, please make us all aware of news and activities that you are involved with. We would love to read all that in "Updates." Please contact our newsletter editor Deborah Reed (Email: deborah-reed@iowareadingresearch.org). It is this information that will keep us connected and informed.

Relatedly, please consider submitting your manuscripts to the International Journal for Research in Learning Disabilities for your research works. Our Editor for a little while longer, David Scanlon, will receive your manuscripts as he is transitioning to being the editor of Learning Disabilities Research and Practice. Please contact David at david.scanlon@bc.edu for further information.

Finally, this is probably my last communication to you as the president of the organization. I would like to thank you from the bottom of my heart for 3 amazing years where I learned a great deal and met and collaborated with so many great people. Our conferences were a great medium for meeting and exchanging ideas and novel research findings. Especially, I would like to thank the members of the executive board who supported every decision made and helped the organization stay on its feet during these difficult times. The future of the organization lies on the bright hands of Dr. Annmarie Urso. Annmarie's passion and love for IARLD is a gift that we will all enjoy during her presidency. She actually has been the biggest supporter during my term, and I valued and made use of all her contributions. I wish Annmarie best of success as she commences this new and demanding chapter of her career and life, but I have no doubt whatsoever that she will do a fantastic job.

As always, stay safe, be healthy, be well, and I am looking forward to seeing you all in person or via a platform in Oviedo, Spain for our 2022 conference.

Warm wishes, Georgios Sideridis, Ph.D.



Annmarie Urso

Report from President-elect

As part of my role as president-elect this year, I have begun to seek possible assistants to work with me during my upcoming presidential term. I have also identified two conference locations for 2023 and 2024; 2022 will see our conference in Oviedo, Spain as planned under the leadership of Georgios Sideridis and our colleagues in Oviedo.

We are planning a conference with Dr. Paige Cullen Pullen, fellow of the Academy, as chair at the University of Florida in Gainesville, Florida.

Dr. Monika Lodej, member of the Academy, has confirmed she is excited to chair the conference committee for the 2024 conference in Kielce, Poland at Jan Kochanowski University.

I would welcome interest in a conference in the southern hemisphere for 2024 or Asia, and back to Europe or the United States for 2025.

Looking forward to a productive and exciting virtual conference this year under the leadership of Dr. Diane Bryant!

Best, Annmarie

Announcements

David Scanlon has been appointed Editor of Learning Disabilities Research & Practice. He will follow Linda Mason, who served as Editor for two terms. David is stepping down from editing The International Journal for Research in Learning Disabilities, a role he filled since the journal was founded in 2010 (replacing the Academy's journal Thalamus).

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MEMBERS AND ASSOCIATE MEMBERS REPORT

Anya Evmenova, Chair

The Members and Associate Members' Committee is chaired by Dr. Anya Evmenova (George Mason University, USA) and includes Drs. Kevin Chung (Hong Kong Institute of Education, Hong Kong), Irene Mammarella (University of Padova, Italy), and Michael Dunn (Washington State University, Vancouver, Canada). Since April of 2021, the committee has accepted one new Member into the Academy. Dr. Apryl Poch (University of Nebraska at Omaha) was nominated by Dr. Erica Lembke and accepted in June 2021.

STUDENT MEMBER REPORT

Henry Reiff, Chair

The Student Members' Committee is comprised of Henry Reiff (Chair), McDaniel College, USA, Nicole Ofiesh, Schwab Learning Center, Stanford University, USA, and Radhika Misquitta, India.

Regrettably, we have not received any applications for student membership in the past year. The covid pandemic impacted and altered virtually all our lives. 2020-2021 was not business as usual. It is possible that graduate students focused more on keeping up with their programs than joining professional organizations. However, that is hardly the root of the decline in student members.

We have attracted only two applicants since 2019, both of whom, as with all student members, have been highly qualified. The challenge for our current Members and Fellows is to identify and nominate promising candidates. If you are working with a strong doctoral student, please nominate. Think about reaching out to colleagues from within and without your institution who may know qualified candidates. Our student members bring new perspectives and theoretical orientations to the Academy. They are the ones who will carry the legacy of IARLD forward in the coming years.

FELLOWS REPORT

Michal Al-Yagon, Chair

During 2020 and up to the present in 2021, only two nominees applied to the Fellows Committee. These two applications were carefully examined and approved. This process included committee members' review of the nomination letters, review of the supporting documents (CV and publications), and discussion of each nominee's contribution to the field of learning disabilities.

Overall, my fellow committee members, Professors Lee Swanson and Matthias Grünke, and I recognize both Professor Linda Elksnin and Professor Deborah Reed as playing key leadership roles in the field of SLD.

To be noted, these were the only applications that were sent to our Fellows Committee in 2020-21. Therefore, to encourage more applications, I recommend sending out a reminder to the IARLD Fellows to nominate new fellows. This reminder needs to include the IARLD policy and principles as they apply to the nominator(s) and nominee(s).

TREASURER'S REPORT

July 1 2020 – September 25, 2021
Submitted by Jennifer Krawec, 9/27/2021

CURRENT BALANCES

Paypal Account Balance	\$ 9,112.10
Checking Account Balance (#4746)	\$ 6,685.00
Second Account (from CDs) (#0117)	\$ 28,395.29

Total Balance **\$ 44,192.39**

EXPENSES

Treasurer's Office Expenses

09/27/21: Paypal fees from 7/1/20 to 9/25/21	\$ 364.74 (\$264.81 in 2021 thus far)
04/27/21: Wire transfer fee	\$ 16.00
(Subtotal: \$380.74)	

IJRLD

09/13/21: Postage (Adam's Direct Mail Services)	\$ 726.19
01/27/21: New England Duplicator	\$ 1,404.45
01/14/21: Edits (Kristen McBride)	\$ 1,300.00
01/12/21: Layout (Vivian Strand)	\$ 1,200.00
01/01/21: Cross Ref annual membership fee (Publisher's International Linking)	\$ 275.00
(Subtotal: \$4,905.64)	

Website Maintenance and Repair

08/24/21: Site5 Malware Scanning/Removal	\$ 59.90
08/07/21: 1&1 IONOS, Inc. - \$15.17	
05/17/21: Site5 Domain Subscription iarld.com (two-year coverage)	\$ 401.76
(Subtotal: \$476.83)	

President Sideridis' Office

*no expenses as of 9/25/21

Awards

04/24/21: Marjorie Montague award winner conference registration (A. Nannemann)	\$ 25.00
04/24/19: Marjorie Montague award winner student membership fee (A. Nannemann)	\$ 30.00
Marjorie Montague award winner (A. Nannemann) will receive \$1000 travel support for next year's conference (no funds currently withdrawn)	
(Subtotal: \$55)	

Conference

no expenses as of 9/25/21

Total Expenses **\$ 5,818.21**

INCOME

2021 Membership dues collected as of 9/25/21	\$ 7,230.00
2021 IARLD Austin Conference collected as of 9/25/21	\$ 1,040.00

Total Income **\$ 8,270.00**

REVIEW OF THE BALANCE

Total income for July 2020-September 2021	\$ 8,270.00
Total expenses for July 2020-September 2021	\$ 5,818.00

Net Balance **\$ 2,452.00**

Anticipated Expenses 2022: Treasurer's Proposed Budget

Website maintenance	\$ 100.00
IJRLD Issue	\$ 5,500.00
Conference Advance	\$ 2,500.00
*President's Office Funds	\$ 3,600.00
2022 Executive Board Dinner	\$ 800.00
2022 Conference Other Costs	\$ 600.00
Klingner Poster Award	\$ 300.00
Treasurer's Office Funds	\$ 250.00
Total	\$ 13,650.00

*This amount was increased last year. The Executive Board should discuss, with insight from the Incoming President, if the increased support is still necessary.

News From IARLD Members

KAREN WALDIE

Neumann D, Peterson ER, Underwood L, Morton SMB, Waldie KE. (2021). The development of cognitive functioning indices in early childhood. *Cognitive Development*, 60, 101098. doi:10.1016/j.cogdev.2021.101098

Wallander JL, Berry S, Carr PA, Peterson ER, Waldie KE, Marks E, Morton SMB. (2021). Patterns of risk exposure in first 1,000 days of life and health, behavior, and education-related problems at age 4.5. *BMC Pediatrics*;21(1):285.

Corkin MT, Peterson ER, Henderson AME, Waldie KE, Reese E, Morton SMB. (2021). Preschool screen media exposure, executive functions and symptoms of inattention/hyperactivity. *Journal of Applied Developmental Psychology*, 73, 101237. doi:10.1016/j.appdev.2020.101237

Ahmad S, Waldie KE, Morton SMB, Peterson ER. (2021). Do Patterns of Levels of Socio-emotional Competence During Early Childhood Predict Executive Function at 4.5 Years? *Child Psychiatry and Human Development*. doi:10.1007/s10578-021-01128-3

DAVID SCANLON

David Scanlon, Mary Beth Calhoun, and Sheri Berkeley have published a commentary on appropriate special education for students with LD:

Scanlon, D., Calhoun, M.B., & Berkeley, S. (2021). Making FAPE appropriate now for students with learning disabilities. *Learning Disabilities Research & Practice*, 0(0), 1-8. DOI: 10.1111/ldrp.12262 [Online First]

Here is the Abstract:

Since its inception, a premise of special education has been to provide students with disabilities with an appropriate education. The interpretation of appropriate has evolved across eras of special education. For students with learning disabilities, emphases on inclusion and high-stakes achievement have eroded the intention of FAPE. It is time for a re-envisioning of FAPE. A new vision should not presume the same outcomes for all. Restoring goals and individualized curriculum informed by the general education curriculum instead of exclusively focused "in the general education curriculum" is the way forward.

DANIELA LUCANGELI

Daniela Lucangeli, professor at the University of Padua and IARLD Vice President for International Development.

According to the IARLD guidelines, prof Lucangeli and her team have established a help desk to ensure the well-being of our citizens during this difficult period.

During the exceptional phase of lockdown, on top of the difficulties experienced by families are those related to the management of school activities. The school was forced to make an unprecedented change in the methods of teaching transmission by transferring all the educational action in telematic mode. Nevertheless, the school changing not only the medium but above all the nature of the educational relationship. Distance learning has produced important inconveniences for families, but also for teachers, who have found themselves facing an unforeseen, unknown, and irreconcilable condition with traditional teaching methods. Despite the commitment of both the school and the family, distance learning has brought out various difficulties. Children with learning disabilities are the ones who have found most difficulties with this new teaching method. The group of researchers and Prof. Lucangeli tried to understand if telematic enhancement could be effective in children with LD. The project, therefore, acts as a practical and applicative reference point, combining frontal training with laboratory, which constitutes an important added value to enhance the skills. This project can also be providing a glossary that can be shared and used by the clinical and research community.

MONIKA ŁODEJ

Łodej, M. (2021). Reading accuracy measure in screening for dyslexia in the EFL classroom. In J. Rokita-Jaśkow & Agata Wolanin (Eds.). *Facing Diversity in Child Foreign Language Education* (pp. 99-121). Heidelberg/Berlin: Springer.

