



**INTERNATIONAL ACADEMY FOR RESEARCH
IN LEARNING DISABILITIES**

31ST ANNUAL 2007 IARLD CONFERENCE

Programme and Abstracts

July 5-7, 2007

Bled, Slovenia

P R O G R A M

Thursday, July 5, 2007

4:00-6:30 **Executive Board Meeting**

Friday, July 6, 2007

8:30-8:45 **Opening Remarks – Jezerska Room**
Marija Kavkler and Marjorie Montague, Program Co-chairs

8:45-9:00 **Welcome Address**
James Chapman, President

9:00-11:00 **Symposium - Jezerska Room**
International Perspectives on Learning Disabilities: Issues and Implications for Research and Practice
Chair: Barbara Keogh
Discussant: Malka Margalit

- Learning Disabilities in an International Context: Historical and Contemporary Practices and Trends in the United States
Barbara Keogh
- What is a “Lernbehinderung?” An Historical Perspective on Learning Disabilities in Germany
Guenther H. Opp
- Learning Difficulties in Australia: An Analysis of the Policies, Practices, and Research
Christina vanKraayenoord
- Identifying and Responding to Learning Disabilities in Slovenia: Legislation, Policies, and Practices
Lidija Magajna

11:00-11:15 **Coffee Break**

11:15-1:15 **Symposium – Jezerska Room**
Challenges in the Identification of LD: Multi-ethnic/Multilingual Perspectives
Chair: Esther Geva
Discussant: Janette Klingner

- Spelling Development in Ethiopian Minority Children: The Effects of Home Language and Socio-Economic Status
Michal Shany, Esther Geva
- A Comparison of Writing Skills Between ESL and Non-ESL Students: Do Home Language and Reading Disability Status Matter?
Ester Geva, Katherine Ndlovu
- Hungarian Teachers’ Perceptions of Dyslexic Language Learners
Judit Kormos, Edit Hegybiró

1:15-2:30 **Lunch Break**

2:30-4:30 **Symposium – Jezerska Room**
Psychopathology and Mathematical Learning Disabilities: Implications for Health Numeracy
Chairs: Rosemary Tannock, Orly Rubinsten

- Neuropsychological Mechanisms Underlying Developmental Dyscalculia
Avishai Henik
- Co-Morbidity of Mathematical Learning Disabilities with Williams-Beuren Syndrome
Daniel Ansari
- Co-Morbidity of Mathematical Learning Disabilities with Attention-Deficit/Hyperactivity Disorder (ADHD)
Orly Rubinsten, Rosemary Tannock

4:30-4:45 **Break**

4:45-6:00 **Wine and Cheese Poster Session – Bled Room**

1. Diversity of Pupils with Reading Comprehension Difficulties: Identified Groups and their Needs
Mojca Lipec Stopar

2. Why Johnny Can't Read "Faster": Investigation of a Fourth-Grade Student with a Reading Fluency Deficit
Wei-Pai Lu, Marcia Invernizzi
3. Visuospatial Working Memory and Calculation Difficulties in Children with Visuospatial (Non-Verbal) Learning Disabilities
Irene Mammarella, Daniela Lucangeli, Cesare Cornoldi
4. The Development of "Self" as a Prerequisite for Cognitive Intervention: A Case Study of an Adolescent Student with Co-Morbid ADD and Dyslexia
Carol Goldfus
5. Real-Life Mathematical Problem Solving Performance in Students With and Without Learning Disabilities
Raul Tárraga, Maria Fernández, G. Acosta, Ana Miranda, Marjorie Montague
6. Heritability Analysis of Learning Disabilities and ADHD
Ana Miranda, R. Marco, Amanda Meliá, B. Roselló
7. Mathematics Learning Disabilities: Understanding the Triangle Formed by Achievement, Cognition, and Metacognition
Raul Tárraga, Maria Fernández, G. Acosta, Ana Miranda, Marjorie Montague
8. Learning Disabilities in Mathematics and ADHD: Motivational and Attributional Profiles
Amanda Meliá, Ana Miranda, R. Marco, Maria Fernández
10. A Biological Indicator of Language-Based Learning Disabilities
Steven Zecker, Trent Nicol, Nina Kraus
11. The Relation of Reading Difficulties to Attention Problems: A Longitudinal Follow-up on a New Entrant Cohort
Jane Prochnow, Juliana Raskauskas, James Chapman
12. Japanese Parents' Perceptions of Support for their Children with Learning Disabilities
Mika Kataoka, Christina van Kraayenoord, John Elkins
13. Functional Organization and Mental Activity in Children with LD
Hana Fathy Alsheikh

14. Family Factors as Correlates of Psychosocial Functioning in Children with Multiple and Single Learning Disabilities
Rasa Barkauskiene
15. Towards a Cognitive Characterization of Math Disabilities in Children with Velo-Cardio Facial Syndrome
Bert de Smedt, Ann Swillen, Lieven Verschaffel, Pol Ghesquière
16. Bilingual Spelling
Victor van Daal, Alexandra Gottardo
17. Sensory Processing and Literacy Development in Preschoolers at High Risk for Dyslexia
Bart Boets, Jan Wouters, Astrid van Wieringen, Pol Guesquière
18. What Does Research Say About Peer-Mediated Instruction in Mathematics?
Asha Jitendra, Catherine Kunsch, Sheetal Sood
19. Explicit Instruction in Phonological Processing Skills as an Intervention Strategy for Children Showing Early Signs of Reading Disability in a Whole Language Instructional Environment
William Tummer, Keith Greaney, Janice Ryder
20. Self-Disclosure: The Dynamics of Acceptable Loss and Potential Gain in Adults with Learning Disabilities
Paul Gerber, Lynda Price
21. The Effects of Repeated Reading and Wide Reading on the Comprehension, Fluency, and Word Reading Ability of Adolescent Struggling Readers
Jade Wexler, Sylvia Linan-Thompson
22. Addressing Weaknesses in Working Memory for a Positive Impact on Mathematical Learning Disabilities
Maureen Finnane, John Elkins

7:30-9:30 **Banquet**

Saturday, July 7, 2007

9:00-11:00 **Symposium – Jezerska Room**

Executive Function Processes, Self-Concept, and Academic Performance Across the Grades

Chair: Lynn Meltzer

Discussant: James Chapman

- Executive Function Strategies, Effort, Academic Self-Perceptions, and Achievement: Implications for Classroom Instruction
Lynn Meltzer, Wendy Stacey, Kathy Button, Surina Basha, Maia Noeder, Matt Upton, Bethany Roditi
- How Do Special Education Teachers Promote the Executive Functioning of Students with LD?
Janetter Klingner
- Impact of Inattention and Poor Working Memory on Academic Outcomes: Implications and Interventions for Classroom Instruction
Rosemary Tannock, Rhonda Martinussen, Peter Chaban, Alison McInnes

11:00-11:15 **Coffee break**

11:15-12:15 **Roundtables**

Room Jezerska Room

Using the Remedial-Enrichment Program with Children with LD: Theory and Practice

Chair: Hana Fathy Alsheikh

Room Grajska dvorana

- Working Memory Failures in Children with Arithmetical Disabilities
Chair: Maria Chiara Passolunghi, Cesare Cornoldi

Room Blejska dvorana

- Students with Learning Disabilities in Higher Education: Academic and Social Adjustment and Assistive Technology Use
Chair: Tali Heiman

Room Jezerska Room

- The Assessment and Instruction of an Arabic-Speaking Child in a U.S. School
Fathi El-Ashry, Judith Leclere, Barbara Palmer

12:15-1:15 **Invited Address - Jezerska Room**

William Cruickshank Memorial Lecture

Strategy Development and Flexibility in Children with Mathematical Disabilities: Educational Consequences of Empirical Insights

Pol Ghesquière

1:15-2:30 **Lunch**

2:30-4:30 **Symposium - Jezerska Room**

Parenting Children with Learning Disabilities and ADHD

Chair: Judith Wiener

Discussant: Barbara Keogh

- Socioemotional and Behavioral Adjustment Among Children with LD: The Moderating Role of Maternal Personal Resources
Michal Al-Yagon
- Academic Parental Involvement in Children with LD and ADHD
Judith Wiener, Maria Rogers
- LD and ADHD/ The Family Perspective
Malka Margalit, Marshall Raskind

4:30-4:45 **Afternoon Refreshment Break**

4:45-5:30 **Think Tank/Business Meeting - Jezerska Room**

A B S T R A C T

Alsheikh, Hana Fathy (2007).

Functional Organization and Mental Activity in Children with LD

Abstract

Over the decades psychologists have studied the course of the mental processes: of perception and memory, of speech and thought, of organization of movement and action. This purpose of this research is to follow Luria's suit in his description of brain development. The research describes how the brain development of children with LD differs from normal development in the individual zones of the cerebral hemispheres which are needed for higher forms of mental activity, i.e., perception and action, attention and memory, speech and intellectual processes, and the individual brain system.

By using LNNB, REE-AS, HTP, & BENDER GUSTALT, the research has examined hundreds of children with LD, between 8-10 years. Findings demonstrated that difference between normal and children with LD are associated with: decreased activity in those occipital regions which govern visual perception; in the temporal regions which relate to problems in auditory perception; in the parietal regions which are related to simultaneous syntheses, shortage in sensorimotor and premotor zones, and the organization of movement; shortage in their frontal lobes and their regulation of mental activity; and shortage in one or more of perception, movement and action, attention, memory, speech and thinking.

Alsheikh, Hana Fathy (2007).

Using the Remedial-Enrichment Program with Children with LD: Theory and Practice

Abstract

This paper addresses two important questions relevant to mixed remedial and enrichment techniques. First, is there relationship between studying Arabic and math for youngsters in grade three? Second, can using REEP helped to remediate children with LD and enrich both their abilities and proximal abilities? Sixty children from public primary schools who were diagnosed as LD students in Arabic and math were administered tests of neurological functioning, REE-AS, and PASS. It was found that using REEP significantly helped children. This finding is also discussed in terms of its practical implications for the remedial program, the enrichment program, and remedial enrichment program teaching for children with LD.

Al-Yagon, Michal (2007).

Socioemotional and Behavioral Adjustment Among Children with LD: The Moderating Role of Maternal Personal Resources

Abstract

Outcomes hold theoretical and practical implications. Theoretical implications included a focus on maternal factors' potential effect on the adjustment of children with LD and children's intergenerational attachment relations. Practical implications concern possible implementation to develop effective interventions for children with LD, focusing on enhancing maternal strengths by decreasing avoidance coping strategies and the maternal tendency to adopt attachment-deactivating strategies. Such interventions may increase mothers' awareness about the possible potential risks of their own avoidant behavior patterns for children's adjustment.

Ansari, Daniel (2007).

Co-Morbidity of Mathematical Learning Disabilities with Williams-Beuren Syndrome

Abstract

Adult neuropsychological models predict that exact representations of number are language-dependent while representations of approximate number are related to visuo-spatial processing. Interestingly, individuals with a genetic developmental disorder, Williams-Beuren syndrome (WBS), present with a relative proficiency in language coupled with weak visuo-spatial abilities, which might predict good exact and weak approximate number abilities. While the cognitive profile of individuals with WBS is well studied, little is known about their numerical abilities. In this presentation, I will discuss data suggesting that the early development of exact number representation (the understanding of the meaning of counting) is delayed and follows an atypical developmental trajectory in WBS. In addition, I will present results from several investigations of non-verbal, approximate number abilities (magnitude comparison and numerical estimation) which indicate that participants with WS are severely delayed and that underlying developmental changes diverge in subtle ways from typical developmental trajectories. The results demonstrate that individuals with WBS do not present with an exact-approximate dissociation of numerical representations. Instead, impairments and subtle differences in developmental trajectories exist from infancy onwards for both approximate and exact mathematical skills., highlighting the importance of adopting a developmental perspective. Against the background of these results, I will discuss how the study of WBS can inform the study and remediation of mathematical learning difficulties more generally. Throughout my presentation,

I will discuss the importance of investigating 'low-level' number processing competencies and their impact on the development of 'high-level' numerical cognition.

Barkauskiene, Rasa (2007).

Family Factors as Correlates of Psychosocial Functioning in Children with Multiple and Single Learning Disabilities

Abstract

According to the framework of developmental psychopathology, psychosocial difficulties of children with learning disabilities should be viewed within a child's proximate environment. However, a nature of a learning disability may shape this relationship. The study presented aimed at examination of the relationship between psychosocial adjustment and a set of family factors in 8-11 years old children with multiple learning disabilities, single learning disabilities and typical achievers. Results revealed distinct patterns of associations between family factors in the subgroups children with multiple and single LD. In addition, regression analysis showed that family factors as predictors of psychosocial difficulties have different predictive value in children with multiple and single LD cases.

Boets, Bart, Jan Wouters, Astrid van Wieringen, Pol Ghesquière (2007).

Sensory Processing and Literacy Development in Preschoolers at High Risk for Dyslexia

Abstract

This longitudinal study investigates the potential causal role of sensory impairments in reading disability by testing 5-year-old preschoolers at high-risk for dyslexia, compared to well-matched low-risk controls. On average, high-risk children presented significant preschool deficits in letter knowledge, phonological ability, auditory frequency modulation detection, visual coherent motion detection and speech-in-noise perception. Moreover, dynamic auditory processing was related to speech perception, which itself was related to phonological awareness and first-grade literacy development. Similarly, dynamic visual processing was related to orthographic ability and subsequent literacy acquisition. Taken together, this longitudinal study demonstrates that the sensory deficit precedes and predicts the literacy problem.

Chen, Hsiu-Fen, Li-Yu Hung, Shu-Li Chen, Meir-Feng Chen (2007).

The Subgroups of Poor Readers and the Consistency

Abstract

This study aims to investigate the subtype of simple view of reading disabilities and its consistency across a semester. There were 62 first graders and 64 second graders participating in the study. Those reading comprehension test scored under PR25 were defined as poor readers. They were classified into dyslexia, poor comprehension, specific language impairment and non-specific subgroups by the scores in the sight word fluency and listening comprehension. The same measurements were administered after six months. We found the high proportion of non-specific in poor readers. Although the proportion is stable among grade and across period, the individual's subgroup was unstable.

de Smedt, Bert, Ann Swillen, Lieven Verschaffel, Pol Ghesquière (2007).

Towards a Cognitive Characterization of Math Disabilities in Children with Velo-Cardio Facial Syndrome

Abstract

This study tries to further delineate the math difficulties of children with Velo-Cardio-Facial Syndrome (VCFS). Twenty-five primary school children with VCFS and 25 controls, selected from the same classes, participated. Both groups were matched as closely as possible on IQ, age, sex, and socioeconomic environment. A broad range of mathematical competencies were assessed. Children with VCFS did not differ from controls in number reading and retrieving arithmetic facts from long-term memory. By contrast, children with VCFS were significantly slower in number comparison and executing procedural backup strategies; they were also significantly less accurate in multidigit arithmetic and word problem solving.

El-Ashry, Fathi, Judith Leclere, Barbara Palmer (2007).

The Assessment and Instruction of an Arabic-Speaking Child in a U.S. School

Abstract

In this session, results from a case study will be presented of an Arabic-speaking, nine-year-old Palestinian child. Many challenges that face Arab youngsters who work to acquire the English language they will need to achieve success in their academic life will be discussed. The results can help inform researchers and teachers who teach English as a second language as they plan to teach Arabic-speaking English language learners.

Finnane, Maureen, John Elkins (2007).

Addressing Weaknesses in Working Memory for a Positive Impact on Mathematical Learning Disabilities

(Abstract not available)

Gerber, Paul, Lynda Price (2007).

Self-Disclosure: The Dynamics of Acceptable Loss and Potential Gain in Adults with Learning Disabilities

Abstract

The process of self-disclosure in adults with learning disabilities (LD) will be examined via the dynamics of acceptable loss and potential gain. Disclosure will also be examined from the multiple contexts of adulthood including – employment, education, family, community, social environments and leisure activities. Included will be a discussion of disclosure in contexts protected by law (Americans with Disabilities Act and Section 504 of the Rehabilitation Act) as well as those that are more informal in nature. The information conveyed in this presentation is derived from a national study of adults with LD across the United States.

Geva, Ester, Katherine Ndlovu (2007).

A Comparison of Writing Skills Between ESL and Non-ESL Students: Do Home Language and Reading Disability Status Matter?

Abstract

Writing is important for academic success; however little is known about its development in English-as-a-second-language (ESL) children. Even less is known of the writing skills of ESL children who are reading disabled (RD). The present study examined writing ability in English as a first language, or L1 (EL1; n = 94) and English as L2 (ESL; n=178) children in Grade 5 (mean age = 10 years, 8 months). Participants attended one of 12 schools all situated in low SES neighborhoods in a large multicultural Canadian city. All children had attended English schools since Grade 1 but their home language was not English. This paper will focus on a comparison of ESL with EL1 children on the spontaneous story subtest of the Test of Written Language III (TOWL). The stories were scored in detail for various mechanical (e.g., punctuation, use of capital letters), linguistic (e.g., number of T-Units, range of vocabulary, spelling), and more

global story features (e.g., coherence, story structure). The performance of a subgroup of children with RD (n=25), as identified by having average scores on a test of non-verbal intelligence and below average scores on tests of phonemic awareness, rapid letter naming, and word recognition skills on a standardized task, was also examined. It was hypothesized that being ESL would exacerbate difficulties that RD children experience in the area of written expression. Regardless of ESL-EL1 background, the children with RD performed significantly more poorly than children without RD on various components of the test of writing ability (such as punctuation, spelling, and sentence structure and story composition). However, there were no significant differences between EL1-RD and ESL-RD children on the writing task. Being ESL did not increase risk for children with RD in terms of the various criteria used to score the stories. It was hypothesized that normally achieving ESL children would have more difficulty with the writing task than EL1 children. However, even though they continued to lag behind their EL1 counterparts on aspects of oral language proficiency, ESL children, on the whole, performed as well overall, and actually outperformed their EL1 peers on several aspects of the writing task. It seems that after attending school in an English-speaking environment for 4-5 years, the ESL children were able to attain well-developed writing skills. Further analysis and longitudinal research is needed, but identification and intervention for children with writing difficulties should not be delayed, regardless of students' language status.

Ghesquière, Paul (2007).

Strategy Development and Flexibility in Children with Mathematical Disabilities: Educational Consequences of Empirical Insights

William Cruickshank Lecture

Abstract

During the last decade, the number of studies on the strategy characteristics and development of children with mathematical disabilities (MD) has increased significantly. The majority of studies have been conducted in the domain of simple arithmetic, in particular addition and subtraction up to 20, using models of normal arithmetical development as the guiding principle for data collection and data analysis. One influential model in that domain is the "model of strategic change" proposed by Lemaire and Siegler (1995). This model distinguishes four dimensions along which developmental changes in strategy competence can occur: strategy repertoire (i.e., the different strategies children apply on the task), strategy distribution (i.e., the frequency with which these strategies are used), strategy efficiency (i.e., the accuracy and speed of strategy execution) and strategy adaptiveness (i.e., the flexibility of strategy use). In the past years we have been involved in intensive research collaboration

with the Centre for Instructional Psychology and Technology of the University of Leuven (Belgium) on the development of addition and subtraction strategies in children, with special attention for children with mathematical disabilities. In most of our studies we used the *choice/no-choice method* to characterize the four dimensions of the strategies of children with arithmetic problems compared to children of the same age or of the same arithmetic ability. The choice/no-choice method involves offering all items in two types of conditions, namely a choice condition where children can use their preferential strategy on each item, and two or more no-choice conditions where children have to solve all items with one specific strategy. This method does not only allow gathering unbiased strategy efficiency data (in the no-choice conditions) but also enables to analyze the adaptive nature of children's strategy choices (in the choice condition) from different perspectives. In the first part of this lecture we will give an overview of our empirical results on the development of MD children's strategy competencies and confront them with the other research literature on the typical and atypical development of early arithmetic skills. These results will lead us in the second part to the educational discussion about when, for whom and how to strive for variety and flexibility in the use of addition and subtraction strategies, especially in children with arithmetic problems. The central questions are: Do children with mathematical disabilities demonstrate strategy variety and flexibility? Can these strategy parameters be taught to them? What is the best way to promote strategic competence for them? Are they benefiting from it?

Goldfus, Carol (2007).

The Development of "Self" as a Prerequisite for Cognitive Intervention: A Case Study of an Adolescent Student with Co-Morbid ADD and Dyslexia.

Abstract

Rebuilding positive self-esteem underlies effective cognitive intervention, breaks the cycle of failure that characterizes many teenagers who present with learning difficulties and provides the necessary support system for young people to cope with the demands of school. This process will be illustrated via a longitudinal study of a sixteen-year old teenager who has ADD with a comorbidity of dyslexia. The main goals of the study were a) to understand the processes involved in cognitive intervention, b) to examine how the development of a positive self-image facilitates learning starting with the continuum of self-assessment (Goldfus, 2001), and c) to contribute to understanding the executive functioning through the interaction of self-awareness, self-control and self-regulation.

Heiman, Tali (2007).

**Students with Learning Disabilities in Higher Education:
Academic and Social Adjustment
and Assistive Technology Use**

Abstract

Higher education attendance is regarded as a positive event with great opportunities for individual development. However, it is also accompanied by multiple and significant changes, as the individuals must deal with challenges in their academic studies, and in social and emotional situations. The number of students attending institutions of higher education who were diagnosed as having leaning disabilities increased up to 4-8% of all the undergraduate students. The presentation will focus on the academic and social difficulties that the students with learning disabilities face, will examined their perceived needs and the factors which contribute to students' success. This presentation will describe recent research studies on students with LD studying in universities and colleges in Israel, regarding their coping modes and the adjustment. For this study, different groups of students with LD (groups between 50 to 200 students) completed questionnaires on learning strategies; perceived social-support; personal well-being, level of stress and coping with, and on students' perceived contribution of the assistive technology and the training skills groups to their academic achievements. Findings revealed that students with LD require a variety of learning, teaching and social adaptations to be successful at higher education; assistive technology serve as possible solutions in helping students meet the academic demands. However, although students reported on the academic and social difficulties they face, most of them were well adjusted to the academic demands and successfully coped with college social life and complete their undergraduate degree.

Henik, Avishai (2007).

**Neuropsychological Mechanisms Underlying
Developmental Dyscalculia**

Abstract

Developmental Dyscalculia (DD) is a congenital deficit that affects the ability to acquire arithmetical skills. Individuals with DD have problems learning standard number facts and procedures. Estimates of the prevalence rate of DD are similar to those of developmental dyslexia. Many studies have suggested that DD is due to deficiencies in higher mental functions like working memory or attention. However, recent reports and discussions suggested that it is important to examine basic numerical skills in DD.

Jitendra, Asha, Catherine Kunsch, Sheetal Sood (2007).

**What Does Research Say About Peer-Mediated
Instruction in Mathematics?**

Abstract

This synthesis will summarize the effectiveness of peer-mediated interventions (PMI) on the mathematics performance of students with learning difficulties. Meta-analytic techniques were used to calculate mean effect sizes for 17 studies that met inclusion criteria. Results indicate that peer-mediated interventions in mathematics are moderately effective for improving students' mathematics performance. Also, findings are strongest for students at risk for mathematics disabilities, elementary-aged participants, mathematics computation content, and PMI conducted in general education classrooms. Recommendations for future research and practical implications will be discussed.

Kataoka, Mika, Christina van Kraayenoord, John Elkins (2007).

**Japanese Parents' Perceptions of Support for their
Children with Learning Disabilities**

Abstract

The study described the thoughts of Japanese parents concerning the support their children with learning disabilities received within the home and school environment. A semi-structured interview was conducted with eleven parents from the Nara Parents' Association of Children and Adult with Learning Disabilities in 2001. The results from the interview suggested that all parents made attempts at providing support for their children but overall found it difficult to provide the appropriate support. Family cooperation-especially the father's understanding-was found to be an important element for support from home. The parents wished to obtain consistent long-term support for their children.

Keogh, Barbara (2007).

**Learning Disabilities in an International Context:
Historical and Contemporary Practices and Trends
in the United States**

Abstract

This symposium will provide an historical background for the presentations of the other symposium participants. Our understanding of learning disabilities and the implications for interventions face a number of challenges, including interpretation of research find-

ings from different international research groups. To address this issue I will present a brief overview of LD in the U.S.A. and describe changes in conceptualizations, in the content of empirical research, and in programmatic efforts (e.g. the move from a discrepancy formula to instructional based identification procedures). I will comment specifically about how possible differences in identification criteria and methods pose threats to generalizability of research findings across time, studies, and countries. Finally, I will pose several questions for discussion: How do differences in political mandates and socio-cultural context affect both research and practice? Does the current emphasis on a broad definition of "at risk" present a challenge to LD as a condition? What are the consistencies and inconsistencies in research findings over time and across countries?

Klingner, Janette (2007).

How Do Special Education Teachers Promote the Executive Functioning of Students with LD?

Abstract

In this study we sought to determine the ways in which special education teachers promoted the executive functioning of their students with LD during literacy instruction. This study was part of a larger effort to understand special education teacher quality (e.g., Brownell, Bishop, Gersten, Klingner, Dimino, et al., in preparation). We observed 98 special educators providing reading instruction across three states. We observed teachers three times each, taking detailed field notes and using an observation instrument adapted from previous research on effective literacy and special education instruction (Haager, Gersten, Baker, & Graves, 2003). Additionally, we assessed their pedagogical content knowledge and interviewed them about their teaching practices, knowledge, beliefs, and attitudes. We also individually assessed the reading achievement of their students using a variety of standardized and curriculum-based measures. Emerging findings indicate that, overall, most special education teachers do not actively promote their students' executive functioning. Rather, they focus on direct instruction or providing practice opportunities. For example, though most teachers teach their students reading comprehension strategies, they stop short of prompting students to use the strategies. Also, teachers' scores on our observation instrument (an indication of the quality of their instruction) correlated with their students' reading achievement. Teachers with higher scores on the instrument were more likely to promote their students' executive functioning.

Kormos, Judit, Edit Hegybiró (2007).

Hungarian Teachers' Perceptions of Dyslexic Language Learners

Abstract

This presentation reports on an interview study conducted at five different schools in Hungary with teachers involved in a special remedial program for dyslexic language learners. The teachers worked in close co-operation with speech therapists, psychologists and experts in special education in preparing and implementing the course. The in-depth semi-structured interviews aimed to discover the language teachers' and special education experts' perception of the nature of the problems dyslexia causes in foreign language learning at the classroom level. In our research we interviewed 19 teachers from five different schools in geographically and socio-economically diverse regions of Hungary. The five schools were selected from a pool of 12 institutions that participated in a project sponsored by the Hungarian Ministry of Education. In this project schools received a grant for enhancing their effectiveness of teaching foreign languages to students with special educational needs. All of the respondents in the interviews had a teacher's degree of some sort. Fifteen interviewees were content area teachers; three participants were special education teachers and one of the respondents worked as a speech therapist in her school. We conducted semi-structured focus group interviews in the above-described five schools. The interview questions were compiled based on our previous review of the literature and on the detailed project reports the schools submitted to the funding agency concerning their language teaching program. The interviews were conducted in Hungarian, which was the native language of all the participating teachers, and lasted for approximately two hours. In the interviews we inquired about the symptoms on the basis of which teachers can recognize that students are struggling with language learning due to some kind of learning disability. The questions were designed to elicit information regarding the difficulties in the areas already known from the dyslexia literature, such as writing, reading aloud, comprehension, learning words, dealing with structures, oral fluency and pronunciation. Our questions concerning this topic also covered related behavioural and first language (L1) problems. From our interview data it is apparent that teachers can recognize the symptoms of dyslexia in almost every aspect of language learning: in producing and comprehending oral language, reading, writing and learning new vocabulary items. Our interviewees mentioned writing problems most often, but difficulties arising in other areas of language learning were also perceived very frequently by the participating teachers. Teachers also gave account of symptoms of dyslexia that are related to learning in general, which include problems with the speed of learning, memory and seriality. Another symptom of dyslexia that our participants mentioned involves problems that are due to the effect of dyslexia on first language (L1) acquisition, which in turn influence the learning of foreign languages. In our presentation we illustrate each symptom and problem with quotes from teachers, which reveal how

teachers working with dyslexic students day by day perceive the difficulties these students struggle with when learning a foreign language.

Lu, Wei-Pai, Marcia Invernizzi (2007).

Why Johnny Cannot Read “Faster”: Investigation of a Fourth-Grade Student with a Reading Fluency Deficit

Abstract

Double deficit theorists suggest that students with both phonological deficits and naming speed deficits are the students with the most severe reading disabilities. Naming speed deficits have been associated with reading fluency deficits. In addition, naming speed deficits have been observed among students with a co-morbidity of a reading disability and a basic math-facts deficit. In the current case study, data suggest that phonological working memory might play an important role in naming speed, reading fluency, and in basic math -facts retrieval. This finding suggests that some students may need intervention instruction that beyond phonological decoding skills.

Magajna, Lidija (2007).

Identifying and Responding to Learning Disabilities in Slovenia: Legislation, Policies, and Practices

Abstract

I will present issues and changes regarding legislation, terminology, and practices of identification and selection in Slovenia. The discussion will focus on the influence of specific language characteristics (Slovenian is a regular language), sociocultural changes, and educational practices on the prevalence and manifestation of learning disabilities. The description of current practices will focus on the models developed for comprehensive support (learning competence promotion and mental health protection) combining different activities into a holistic and intersectorial approach (health, education, social welfare). The presentation will take into account the impact of international comparative studies on learning disabilities awareness and policies, and on research results regarding the effectiveness and satisfaction with existing forms of support viewed by parents and professionals.

Mammarella, Irene, Daniela Lucangeli, Cesare Cornoldi (2007).

Visuospatial Working Memory and Calculation Difficulties in Children with Visuospatial (Non-Verbal) Learning Disabilities

Abstract

The study examined the role of visuospatial working memory (VSWM) in the specific arithmetic failures presented by children with visuospatial (non-verbal learning difficulties) (NLD). NLD have been traditionally characterised by a discrepancy between verbal and visuospatial intelligence and by failures in a series of cognitive tasks relying on visuospatial processes. The main goal of the research was to examine the specific VSWM involvement in academic learning of children with and without NLD. To this purpose, children with NLD and controls were presented with VSWM tests developed in our labs and with specific arithmetic tasks. Results revealed relationships between VSWM and arithmetic performances.

Margalit, Malka, Marshall Raskind (2007).

LD and ADHD: The Family Perspective

Abstract

This study identified perceptions of risk and resilience expressed by mothers of children with LD and AD/HD on an online discussion forum, as well as compared expressions of distress, expectations for help, and sources of resilience.

The sample consisted of 316 mothers who wrote 1,502 messages during a 12 month period. Three groups were identified based on children’s difficulties:

Group 1: 148 Mothers of 95 boys and 53 girls with LD (Mean age = 11.08, SD=3.27).

Group 2: 124 mothers of 93 boys and 31 girls with LD & ADHD (M =10.93, SD=3.02).

Group 3: 44 mothers of 35 boys and 9 girls with ADHD (no LD) (M =10.85, SD=4.32).

Groups did not differ significantly in time spent online, children’s ages or geographic location.

Messages were analyzed both qualitatively (content/narrative analysis assisted by Atlas-ti software) and quantitatively (SPSS 14.01). Through their messages, mothers described their distress, detailing their attributions for the sources of children’s learning difficulties (such as reading, writing and mathematics), behavior difficulties, and emotional/social distress. Many provided detailed assessment results of their children, asking for assistance with interpretation. They reported conflicts with the school and educational system and shared their personal expressions of anger, distrust, disappointment, fear and frustration. However, they also detailed expressions of satisfac-

tion and pride in their children's achievements, personal sources of resilience, the value of support (and e-support), as well as their ability to effectively advocate for their kids. The analysis revealed different types of requests in their online messages. These included requests for information, the sharing of experiences, and emotional support. The comparisons between the three groups demonstrated similarities and differences in the content and style of requests (e.g., Group 1 was significantly more concerned with reading issues, while Group 2 was significantly more concerned with behavioral difficulties and medication issues. The groups were not different in their expressions of concerns related to general learning or placement dilemmas. Mothers in Group 1 asked for information more than the other groups, and mothers of the children with AD/HD (groups 2-3) requested more emotional support. The results of the study contribute to an increased understanding of mothers' distress, family climate, parent-school interactions, as well as sources for effective support and family resilience. Implications for teacher, support staff and administrator training will also be discussed.

Meliá, Amanda, Ana Miranda, R. Marco, Maria Fernández (2007).

**Learning Disabilities in Mathematics and ADHD:
Motivational and Attributional Profiles**

Abstract

This study identified perceptions of risk and resilience expressed by mothers of children with LD and AD/HD on an online discussion forum, as well as compared expressions of distress, expectations for help, and sources of resilience.

The sample consisted of 316 mothers who wrote 1,502 messages during a 12 month period. Three groups were identified based on children's difficulties:

Group 1: 148 Mothers of 95 boys and 53 girls with LD (Mean age = 11.08, SD=3.27).

Group 2: 124 mothers of 93 boys and 31 girls with LD & ADHD (M =10.93, SD=3.02).

Group 3: 44 mothers of 35 boys and 9 girls with ADHD (no LD) (M =10.85, SD=4.32).

Groups did not differ significantly in time spent online, children's ages or geographic location.

Messages were analyzed both qualitatively (content/narrative analysis assisted by Atlas-ti software) and quantitatively (SPSS 14.01). Through their messages, mothers described their distress, detailing their attributions for the sources of children's learning difficulties (such as reading, writing and mathematics), behavior difficulties, and emotional/social distress. Many provided detailed assessment results of their children, asking for assistance with interpretation. They reported conflicts with the school and educational system and shared their personal expressions of anger, distrust, disappointment, fear and frustration. However, they also detailed expressions of satisfaction and pride in their children's achievements, personal sources of resilience, the value of support (and e-support), as well as their ability to effectively advocate for their

kids. The analysis revealed different types of requests in their online messages. These included requests for information, the sharing of experiences, and emotional support. The comparisons between the three groups demonstrated similarities and differences in the content and style of requests (e.g., Group 1 was significantly more concerned with reading issues, while Group 2 was significantly more concerned with behavioral difficulties and medication issues. The groups were not different in their expressions of concerns related to general learning or placement dilemmas). Mothers in Group 1 asked for information more than the other groups, and mothers of the children with AD/HD (groups 2-3) requested more emotional support. The results of the study contribute to an increased understanding of mothers' distress, family climate, parent-school interactions, as well as sources for effective support and family resilience. Implications for teacher, support staff and administrator training will also be discussed.

Meltzer, Lynn, Wendy Stacey, Kathy Button, Surina Basho, Maia Noeder, Matt Upton, Bethany Roditi (2007).

**Executive Function Strategies, Effort,
Academic Self-Perceptions, and Achievement:
Implications for Classroom Instruction**

Abstract

As students advance into the higher grades in school, the curriculum complexity increases and involves many more tasks that rely on the integration, coordination, and flexible application of executive function strategies. Executive function difficulties typically impact output rather than input and students with these weaknesses often have difficulty planning and organizing information and ideas, initiating and sustaining activities, selecting relevant task goals, shifting strategies flexibly, self-monitoring, evaluating, and regulating behavior (Meltzer, 2007). Nevertheless, these processes are not usually taught explicitly and students with learning and attention problems often struggle to hold their own in the classroom as the curriculum becomes more challenging.

The current study was part of our multi-year *Drive to Thrive* program (Meltzer, Pollica, & Barzillai, 2007), a program that is designed to integrate strategy instruction into the school curriculum to teach students the core executive function processes.

The *Drive to Thrive* program is anchored in our findings that successful strategy use mediates the relationship between students' self-reported levels of effort and their academic self-concepts (Meltzer, Katzir, Miller, Reddy, & Roditi, 2004a, Meltzer, Reddy, Pollica, & Roditi, 2004b). The program also builds on previous studies of students' motivation, effort, and strategy use (Deshler et al., 2001; Meltzer et. al,1998, 2004, 2005, 2007; Swanson & Hoskyn, 1998). This study investigated the extent to which weak executive function processes impact students' performance on classroom

tasks that require the integration and coordination of multiple subprocesses including open-ended reading and writing tasks, homework, long-term projects, studying, and taking tests. We also addressed intrinsic and extrinsic factors associated with LD students' willingness to work hard in school and to make the effort needed for the increasingly challenging academic demands of the curriculum in late elementary and middle school. Finally, we evaluated whether teachers recognized and acknowledged the major effort made by students with learning disabilities and whether these students' academic performance reflected their use of executive function strategies. Our findings indicated that students with learning disabilities overrated their effort and performance in comparison with their teachers. They viewed themselves as hard workers who were moderately strategic on many of the tasks that depended on executive function processes. Nevertheless, they were less strategic and less competent than their peers on academic tasks such as homework, long-term projects and tests that required the use of executive function processes including planning, organization and checking. Our results built on our previous findings that stress the importance of explicitly teaching all students how to use executive function strategies to complete their schoolwork. This initiates a positive cycle in which students focus their effort and use strategies effectively, resulting in more efficient performance and improved academic performance. This, in turn, results in positive academic self-concept so that students are more willing to work hard and to use strategies again (Meltzer et al., 2004b; Meltzer, Roditi, Steinberg et al., 2005; Meltzer, Pollica, & Barzillai, 2007).

Miranda, Ana, R. Marco, Amanda Meliá, B. Roselló (2007).

Heritability Analysis of Learning Disabilities and ADHD

Abstract

Attention Deficit and Hyperactivity Disorder (ADHD) is long described as having significant high prevalence and social impact, not only in affected children but also in families. One of the most described comorbid conditions with ADHD is Learning Disabilities (LD). Studying the association between ADHD and LD could help to understand why a high portion of students with ADHD fail in the last school period. The present study analyzes different variables related with motivation, attribution style and anxiety towards learning mathematics in children with ADHD. Participants were 119 children classified in three groups: 29 children with ADHD, 42 children with ADHD+MLD and 47 children with neither ADHD nor MLD diagnosis (comparison group). All the children were between 6 and 14 years old. The experimental tasks administered were the followings: a) questionnaire about Attitude towards Problem Solving in Mathematics; b) Anxiety towards Mathematics; c) Attributions in Mathematics. Inter-group differences were not found in anxiety and attributions for positive events. The group ADHD+MLD showed a lower use of internal attributions. Attribution pattern in front of mathematics and used of self-report are discussed.

Opp, Guenther H. (2007).

What is a "Lernbehinderung?" An Historical Perspective on Learning Disabilities in Germany

Abstract

Following the successful introduction of mandatory school attendance and the establishment of state-wide school systems in the early 19th Century the schools were confronted with the educational challenges of a highly heterogeneous student population. Heinrich Stötzner, originally a teacher of the deaf, founded the first school for slow learning children (*schwach befähigte Kinder*) in Leipzig in 1881. In the 1920s remedial schools could be found in about 750 German cities serving over 70.000 students. In the 70s the terminology was changed to "Lernbehinderung" (*learning disabilities*). In 2003 about 3 % of the overall student population in Germany was classified as learning disabled following diagnostic criteria of an IQ between 60/65 and 90. I will consider several questions: Is the German LD-label diagnostically sound or is it used for a widely defined population of school-problematic youth? Are LD-students in Germany mainly a population of children from socio-economically deprived families? Why was the neuro-psychological LD-concept not adopted in the German school system? How do current LD-practices and concepts in different countries affect categorization and labelling, services to children, and political and professional interests? The overlapping of LD-symptoms with co-morbidities, poverty, and the possible effects of deprivation on brain maturation leads to a final and major question: Do we need to revise current LD-concepts?

Passolunghi, Maria Chiara, Cesare Cornoldi (2007).

Working Memory Failures in Children with Arithmetical Disabilities

Abstract

A large body of literature has examined the relationship between working memory and arithmetic achievement, but results are still ambiguous. The present study examines this relationship testing third and fifth-graders with arithmetic disabilities and controls of the same age, grade, and verbal intelligence using a battery of working memory tasks. Disabled children had a significantly lower performance in active working memory tasks requiring a manipulation of the to-be recalled information (Listening Completion task, Corsi span backwards, digit backwards), but not in passive working memory tasks, requiring the recall of information in the same format in which it had been presented (digit, word and Corsi forwards span tasks), nor in tasks involving word processing (word articulation rate, forwards and backwards word spans). The analysis of strategies used by children in mental calculation revealed a greater ten-

dency of disabled children to rely on more primitive strategies: finger use never appeared as the most frequent strategy in skilled children, whereas it was the most used strategy in disabled children. Verbal and visual strategies appeared associated with successful performance in third-graders, but in fifth grade the most successful strategy was verbalisation.

Prochnow, Jane, Juliana Raskauskas, James Chapman (2007).

The Relation of Reading Difficulties to Attention Problems: A Longitudinal Follow-up on a New Entrant Cohort

Abstract

This study examined the relationship between behaviour problems and reading disabilities in New Zealand. In considering the possible comorbidity of behaviour problems and dyslexia, longitudinal data of reading related variables and behavioural measures were examined on groups of poor readers and discrepancy-defined poor readers. The results of the study suggest that attention problems measured in the third year of school are significantly related to entry level measures of reading readiness and also significantly related to later reading performance. Attention problems, which may be present at school entry or before, impact on reading acquisition and are associated with dyslexia.

Rubinsten, Orly, Rosemary Tannock (2007).

Co-Morbidity of Mathematical Learning Disabilities with Attention-Deficit/Hyperactivity Disorder (ADHD)

Abstract

Recent estimates suggest that about 25% of children with ADHD have co-morbid disorder of mathematics. Some researchers attribute the significant mathematical delays in children with ADHD to attentional, working memory and executive functions impairments needed for calculations. These general cognitive impairments (i.e., not specific to mathematics) are considered to be integral features of the ADHD syndrome and hence, may cause mathematical difficulties (MD) in some of these children. It is also possible that subgroups of children with ADHD may exhibit different underlying mechanisms, including specific deficits in basic numerical processing (e.g., quantity processing), as manifest in children with developmental dyscalculia (DD). The purpose of our study was to investigate effects of stimulant medication (i.e., methylphenidate; MPH), which is used as the mainstay treatment for ADHD, on numerical performance in ADHD children with and without concurrent math difficulties. MPH is known to

enhance general cognitive functions such as attention and effortful semantic processing. By contrast, MPH appears to have little or no influence on basic cognitive functions such as phonological processing and would not be expected to enhance basic numerical processing. Our results fit this pattern. Specifically, we found that MPH have differential effects on arithmetic performance in children with ADHD+MD, whose math difficulties stem from executive dysfunctions, and those with ADHD+DD, whose difficulties arise from deficits in basic numerosity. These findings have important clinical implications in terms of diagnosis and treatment. We suggest that although stimulant treatment might ameliorate poor arithmetic performance as well as behavioral symptoms in the ADHD+MD children, those with ADHD+DD will need additional, intensive academic intervention.

Shany, Michal, Esther Geva (2007).

Spelling Development in Ethiopian Minority Children: The Effects of Home Language and Socio-Economic Status

Abstract

It has been shown before that structure and accent of a mother tongue affect spelling and reading accuracy of a second language (Cronnell, 1985; Fashola et al., 1996; Geva, Wade-Woolley, and Shany, 1993; O'Neal & Trabasso, 1976; Treiman et al., 1997). The present study focused on Israeli children from Ethiopian origin who are exposed to their parents' Amharic language at home, although they do not read or write it. Based on previous reports that Amharic language's characteristics affect pronunciation in Hebrew among the Ethiopian community (Lauden, 1985), this study examined the effects of phonemic differences between Hebrew (L2) and Amharic (L1) on specific spelling errors of children from Ethiopian origin attending elementary schools in Israel. We developed a spelling test, consisting of 48 words. Words were ranked by difficulty level, and included phonemes that exist in Hebrew but not in Amharic, and that are pronounced differently by Amharic speakers. 319 elementary school students participated in the study; half were from Ethiopian origin and half spoke Hebrew at home as their L1. In this cross sectional study L1 and L2 participants attended grades 1, 2, 4 and 6 in the same schools, all located in socially and economically disadvantaged neighborhoods. The parents of the Ethiopian-Israeli children were less likely to be literate and few spoke Hebrew. Participants from Ethiopian origin made significantly more spelling errors than their non-Ethiopian peers, but the gaps between the groups disappeared as the grades increased. When analyzing the differences by error types (phonetic, orthographic and morphological) it was found that across all grades, participants from Ethiopian origin made more phonetic errors than non-Ethiopian children, and misspelled letters that represent phonemes that do not exist in their mother tongue. Children who had decoding difficulties experienced more difficulties with these elements. We discuss the effect of linguistic structure and

the need to acquire new phonemic contrasts by L2 learners, and the effects of typological differences on the spelling error patterns among children from Ethiopian origin in comparison to native speakers of Hebrew. Several reasons that account for gradual disappearance of the gaps with increasing grades in normally achieving and at-risk readers are suggested.

Stopar, Mojca Lipec (2007).

Diversity of Pupils with Reading Comprehension Difficulties: Identified Groups and their Needs

Abstract

Our research is focused on the phenomenon of reading difficulties and attempt to identify different groups of poor readers. The research sample was observed through the different variables, acquired in different procedures of using the tests, questionnaires and observation schemes. Ward's hierarchic conglomerate method of cluster analysis was applied to establish different homogeneous groups of readers. Six groups of readers were identified and presented by the complete system of the variables. The factor structures, applied to establish the differences between the groups confirmed that the quality of reading comprehension depends on the variety of knowledge structures and processes in which differences between groups of readers can be established. On the basis of the characteristics of the individual groups we proposed the guidelines for creating the support programs.

Tannock, Rosemary, Rhonda Martinussen, Peter Chaban, Alison McInne (2007).

Impact of Inattention and Poor Working Memory on Academic Outcomes: Implications and Interventions for Classroom Instruction

Abstract

The objectives of this presentation are to highlight: 1) the significance of inattentive behavior and poor working memory for academic attainment; 2) the importance of school-based prevention and intervention approaches in which educators function as critical change agents; 3) school-based intervention approaches (including our own) which aim to address these problems in inclusive classrooms and facilitate students' academic success. The school context, and particularly classroom teachers, play a major role in developing a 'goodness-of-fit' between the classroom environment (e.g., teachers' instructional approaches) and the needs and characteristics of students, such as those with inattentive behavior and poor working memory (Green, 1996). For an optimum 'fit', educators need to be knowledgeable about the characteristics and needs of these students and to be able to utilize instructional strategies and behavioral

management practices that have been shown to be effective for students with problems in working memory, inattention, and related problems. Extant evidence (albeit limited) indicates that knowledge exchange and professional development activities can have beneficial effects on student academic and behavioral outcomes, as well as on educators' confidence regarding their ability to work with problematic students (e.g., DuPaul et al., 2006; Miranda et al., 2002; Rowe, Pollard, & Rowe, 2005). We are currently investigating the utility of a technology-enhanced intensive and supportive professional development program for teachers to help build capacity within the school context for understanding and utilizing effective instructional practices for students with persistent inattentive behavior and poor working memory (Tannock, Alton, 2006-2008). To do so, we are conducting a randomized controlled intervention study in collaboration with a rural school board, in which we evaluate the effectiveness of a multi-media set of materials (Martinussen et al., 2006). We evaluate changes in educators' knowledge of the relationship between inattention, working memory, and poor academic outcomes, their ability to incorporate effective instructional strategies within inclusive classrooms, and on students' behavior, use of learning strategies, and academic outcomes.

Tárraga, Raul, Maria Fernández, G. Acosta, Ana Miranda, Marjorie Montague (2007).

Mathematics Learning Disabilities: Understanding the Triangle Formed by Achievement, Cognition, and Metacognition

Abstract

It were investigated the differences in cognitive (IQ, STM, and WM) and metacognitive variables (mathematics anxiety, attitudes towards mathematics, and attributions to mathematical achievement) in a sample of LD (N=22) and normal achievement students (N=11) (age 10.97; IQ= 91.78). Results showed a WM impairment in LD children. It was also evidenced that LD children were less motivated towards mathematics learning and tended to attribute their mathematics achievement less to effort.

Tárraga, Raul, Maria Fernández, G. Acosta, Ana Miranda, Marjorie Montague (2007).

Real-Life Mathematical Problem Solving Performance in Students With and Without Learning Disabilities

Abstract

The research analyzed the achievement in mathematical problem solving of 22 students with learning disabilities and 11 students without learning disabilities who were comparable on gender, age (10.97 years old), and IQ (91.78). Both groups were

assessed on traditional mathematical word problem solving (15 problems of 1, 2 and 3 steps solution), that required the use of addition, subtraction, multiplication and division procedures. Control group without learning disabilities clearly outperformed the LD group. Additionally, both groups were assessed on real life mathematical word problem solving (three of the problems had not a numerical solution, one problem included unnecessary data on the problem statement, and one problem whose response required to use the quotient and remainder of a division). Both groups had a low achievement solving these problems, and there were not statistical differences between LD and non-LD children. Results are discussed in terms of traditional instruction procedures and its applicability to real life problem solving.

Tunmer, William, Keith Greaney, Janice Ryder (2007).

Explicit Instruction in Phonological Processing Skills as an Intervention Strategy for Children Showing Early Signs of Reading Disability in a Whole Language Instructional Environment

Abstract

The aim of this study was to determine whether explicit instruction in phonological processing skills would be an effective intervention strategy for children showing early signs of reading disability. The intervention program was carried out over 24 weeks and comprised 56 highly sequenced, semi-scripted lessons in phonemic awareness and phonological recoding skills. Posttest results showed that the intervention group significantly outperformed a matched control group on phonemic awareness, pseudoword decoding, word recognition, and reading comprehension. Two-year follow-up data indicated that the positive effects of the intervention program were not only maintained but had generalized to word recognition accuracy in text.

van Daal, Victor, Alexandra Gottardo (2007).

Bilingual Spelling

Abstract

Spelling and reading are related in monolingual English speakers (Ehri, 2000; Frith, 1985). In addition, first language and second language reading are related in bilinguals (Durgunoglu, 2002). Therefore, L1 and L2 spelling should be related to each other. L1 and L2 spelling has been studied in across disparate orthographies, Chinese and English (Wang & Geva, 2003; Wang, Koda & Perfetti, 2003). However, relationships between spelling in two alphabetic languages with similar phonologies and many cognates in oral language but different orthographic depths (i.e. English & Norwegian) have rarely been tested. We examined L1 and L2 spelling in children who were

English-Norwegian and Norwegian-English bilinguals. Errors specific to L1 were expected on specially designed spelling lists. Relationships between L1 and L2 spelling were examined. Results will be discussed in relation to L1 models of reading-spelling development and orthographic depth of the L1 and L2.

van Kraayenoord, Christina (2007).

Learning Difficulties in Australia: An Analysis of the Policies, Practices, and Research

Abstract

This paper will provide a description and critical analysis of the policies, practices, and research related to students with learning difficulties in Australia. The presentation will include a brief overview of Australia's geography, population, cultures, languages, education system, and the government's policies related to schooling, student diversity, literacy and numeracy. Specific points to be addressed include: (a) the lack of legislation specifically related to learning difficulties (including definitions); (b) issues surrounding inclusive and special needs education; and (c) current views about literacy and numeracy and student achievement. Drawing on recent Australian research I will summarize the provisions and practices offered to students with learning difficulties at school and classroom levels. Issues to be raised include: state and sector differences; the nature of the procedures used to identify "levels of need" vs "types of support"; the practices most commonly used in teaching in classrooms and intervention support, especially in reading; and, changes in provision and practices across year level. Finally some implications of these studies will be discussed. Gaps in the research related to learning difficulties in Australia will also be highlighted with the aim of opening up the discussion to IARLD colleagues.

van Kraayenoord, Christina; Katz, Lynda; Fadden, Steve; Urso, Annmarie, artinussen, Rhonda (2007).

Universal Design for Learning and Students with Learning Disabilities

Abstract

Universal Design for Learning/Instruction (UDL/I) efforts are being promulgated to meet the diverse needs of students including those with learning disabilities. This roundtable discussion will focus on UDL/I, examining how it is understood in various contexts and how it may potentially address the curricula and teaching needs of students. Some of the challenges and debates around UDL/I include its relationship to a) inclusive practices, b) differentiated instruction, and c) specific populations (students with learning disabilities, Attention Deficit Hyperactivity Disorder and those from

diverse cultural/linguistic backgrounds). The relationship of UDL/I to aspects of motivation will also be addressed.

Wexler, Jade, Sylvia Linan-Thompson (2007).

The Effects of Repeated Reading and Wide Reading on the Comprehension, Fluency, and Word Reading Ability of Adolescent Struggling Readers

Abstract

To improve reading fluency, 150 9th-12th grade struggling readers in 12 special education classes were paired and randomly assigned within classes to one of three conditions: repeated reading, wide reading, and typical instruction. Students participated in the intervention daily for ten weeks. ANCOVAs were conducted for each outcome measure followed by post hoc tests. Results and implications will be presented.

Wiener, Judith, Maria Rogers (2007).

Academic Parental Involvement in Children with LD and ADHD

Abstract

This symposium presents three studies on different aspects of parenting of children with learning disabilities and ADHD. We explicitly examine parents' understanding of and their attributions for their children's learning difficulties, parents' coping, their relationships with their children, and their relationships with their children's school. We address issues of risk (i.e., stress and distress, comorbid ADHD, conflict with the school) and resilience (i.e., satisfaction with children's achievement, social support). Finally, we examine the association between parental coping, affect, and social support with children's adjustment (i.e, feelings, of hope, secure attachment, and low levels of loneliness).

Zecker, Steven, Trent Nicol, Nina Kraus (2007).

A Biological Indicator of Language-Based Learning Disabilities

Abstract

A decade of research has resulted in a neurophysiological test (BioMAP: Biological Marker of Auditory Processing) that can quickly and objectively identify a subset of

children with learning disabilities (about one-third of all children with LD) who have disordered processing of speech sounds, despite normal processing of non-speech stimuli. I will present recent experimental and normative data that support BioMAP as a reliable and valid measure of deficient speech-sound processing in this sizeable subset of children with LD. Potential applications of BioMAP in both diagnosis and intervention will be discussed.



.....

..... 31st Annual 2007 IARLD Conference

Personal Notes

ial
fld

.....