

## 18th Annual World Conference on Learning Disabilities Research Presentation Schedule

Wednesday: October 28, 2009	Wednesday: October 28, 2009	Thursday: October 29, 2009	Friday: October 30, 2009
<p><b>8:00 a.m. – 9:45 a.m.</b> <b>(105 min): 5 x 20 min (+ 5 min break)</b> <b>Symposium: ADHD and LD</b> <b>Chair: Celestino Rodríguez</b></p> <ol style="list-style-type: none"> <li>1. Celestino Rodríguez, Paloma González-Castro, Luis Álvarez, José Carlos Núñez, Julio A. González-Pienda, David Álvarez, Ana Bernardo &amp; Rebeca Cerezo (Universidad of Oviedo, Spain): Emotional writing components in ADHD children and LD</li> <li>2. Paloma González-Castro, Celestino Rodríguez, Luis Álvarez, José Carlos Núñez, Julio A. González-Pienda, David Álvarez, Ana Bernardo &amp; Rebeca Cerezo (Universidad of Oviedo, Spain): HEG biofeedback. Future instruction and diagnosis perspectives in ADHD and LD children</li> <li>3. Luis Álvarez, Paloma González-Castro, Celestino Rodríguez, José Carlos Núñez, Julio A. González-Pienda, David Álvarez &amp; Ana Bernardo (Universidad of Oviedo, Spain): ADHD: Subtypes or categories</li> <li>4. David Álvarez, Celestino Rodríguez, Luis Álvarez, Paloma González-Castro, José Carlos Núñez, Julio A. González-Pienda, Ana Bernardo, &amp; Rebeca Cerezo (Universidad of Oviedo, Spain): How to promote the integration of pupils with learning disabilities</li> <li>5. J. C. Núñez, J. A. González-Pienda, C. Rodríguez, L. Álvarez, P. González-Castro, D. Álvarez, A. Bernardo, R. Cerezo, A. Valle, S. Rodríguez &amp; P. Rosário (Universidad of Oviedo, Spain): Motivational Profiles, self-concept and causal attributions in Learning Disabilities students</li> </ol>	<p><b>8:00 a.m. – 9:45 a.m.</b> <b>(105 min): 4 x 25 min (+ 5 min break)</b> <b>Symposium: Emotion, Cognition, and Learning</b> <b>Chair: Lenia Carvalhais</b></p> <ol style="list-style-type: none"> <li>17. Pérez-Alvarez, Frederic (University of Girona, Spain): Neuroscience and education: A new insight into learning, assessment and remediation</li> <li>18. Timoneda-Gallart, Carme (University of Girona, Spain): The relationship between Cognition and Emotion: Towards a new neuropsychological approach to the assessment and remediation of learning disabilities</li> <li>19. Mayoral-Rodríguez, Silvia (University of Girona, Spain): The cognitive processes underlying dysphasia and dyslexia in children</li> <li>20. Mateu-Robusté, Oscar (University of Girona, Spain): The importance of emotional remediation in behavioral problems and learning disabilities: A cognitive and emotional methodology applied in several cases</li> </ol>	<p><b>8:00 a.m. – 9:45 a.m.</b> <b>(105 min): 4 x 25 min (+ 5 min break)</b> <b>Understanding the Reading and Writing Process in Learning Disabled Students and Methods of Remediation</b> <b>Chair: Georgios Sideridis</b></p> <ol style="list-style-type: none"> <li>21. Claudia Rinaldi (Boston College, USA): Response to intervention and ELLs: A look at the special education referral process</li> <li>22. Amanda Meliá (University of Valencia, Spain): Executive functions, Attention Deficit Hyperactivity Disorder (ADHD) and Reading comprehension</li> <li>23. James M. Royer (University of Massachusetts, USA): A non-phonics approach to treating dyslexia</li> <li>24. Jaime Zorzi (Instituto Brasileiro de Fluência, Brazil): Characteristics of spelling errors in children with learning disabilities</li> </ol>	<p><b>8:00 a.m. – 9:45 a.m.</b> <b>(105 min): 4 x 25 min (+ 5 min break)</b> <b>Strategy Instruction for Learning Disabled Students</b> <b>Chair: Matthias Grünke</b></p> <ol style="list-style-type: none"> <li>38. Richard T. Boon &amp; Jill Chalk (University of Georgia, USA): Effects of Student-Generated cognitive organizers to improve the comprehension skills of students with learning disabilities in high school world history</li> <li>39. F. Antoniou, S. Padeliaou, K. Papakonstantinou, A. Karagianni, A. Lisandrou, G., Anifantaki, A. Barbouni, P. Kalisperaki, A. Mpantra, N. Palierakis, N. Giotsis, A. Gavriilidou, &amp; M. Xilouri (University of Crete, Greece): Increasing story quality, structure, and productivity through self-regulated strategy development: Short- and long-term effects on students with learning disabilities</li> <li>40. Manuel Soriano Ferrer (University of Valencia, Spain): Reciprocal teaching for poor comprehenders: Remedial index</li> <li>41. Susana Padeliaou &amp; Faye Antoniou (University of Thessaly, Greece): Cognitive/metacognitive strategies and different levels of reading comprehension</li> </ol>

<p><b>10:00 a.m. – 11:00 a.m.</b> <b>POSTER SESSION (10 Posters)</b></p> <ol style="list-style-type: none"> <li>1. Alpana Bhattacharya (Queens College, USA): Reading and Spelling Skills of Adults with Childhood Diagnoses of Dyslexia</li> <li>2. Anna-Maria Hintz, Melanie Hannig &amp; Michael Grosche (University of Cologne, Germany): Kindergarten teachers' appraisal of the effectiveness of two different methods to foster early letter-sound correspondences</li> <li>3. Christina Stagliano &amp; Richard T. Boon (University of Georgia, USA): The Effects of a Story Mapping Procedure to Improve the Comprehension Skills of Expository Text Passages for Elementary Students with Learning Disabilities</li> <li>4. Isabel M<sup>a</sup> Ferrándiz Vindel, D. José Luis González Geraldo &amp; Ana M<sup>a</sup> Bordallo Jaén (University of Castilla-La Mancha, Spain): Let's play the "Game of the Goose"!</li> <li>5. M.J. Gonzalez, I Martin, M. Delgado &amp; M.J. Barba (University of Málaga, Spain): Prevention of Learning Disabilities in Preschool and Primary Education</li> <li>6. Mercè Pañellas Valls (Universitat Ramon Llull, Spain): Teachers in Front of Adopted Children's Difficulties at School</li> <li>7. Michael Grosche (University of Cologne, Germany): The Relationship of Dyslexia and Functional Illiteracy in Literate Societies</li> <li>8. Richard T. Boon, Amanda Moorman, &amp; Christina Stagliano (University of Georgia, USA): Effects of Text-to-Speech Software on the Reading Rate and Comprehension Skills of High School Students with Specific Learning Disabilities (SLD)</li> </ol>		<p><b>10:00 a.m. – 11:15 a.m.</b> <b>(75 min): 3 x 25 min</b></p> <p><b>Prerequisites for effective Learning</b></p> <p><b>Chair: Faye Antoniou</b></p> <ol style="list-style-type: none"> <li>25. Cathy Stern (Canton, USA): See Better, Learn Faster, Work Smarter: How Hidden Vision Problems Affect Learning, Performance and Behavior</li> <li>26. Wolfgang Sonntag &amp; Matthias Grünke (University of Cologne, Germany): The effects of a training to foster inductive reasoning on the clustering strategy use of learning disabled children</li> <li>27. Anna-Maria Hintz (University of Cologne, Germany): Effective training of early letter-sound correspondences of preschool children's results of an intervention study</li> </ol>	<p><b>10:00 a.m. – 11:30 a.m.</b> <b>(90 min): 4 x 20 min (+ 10 min break)</b></p> <p><b>Reducing Problem Behavior and Enhancing Motivation with Learning Disabled Students</b></p> <p><b>Chair: Celestino Rodríguez</b></p> <ol style="list-style-type: none"> <li>42. Faye Antoniou, K. Papanikolaou, A. Karagianni, &amp; A. Lisandrou (University of Crete, Greece): Prediction of LD students' written expression, writing interest and motivational quality from teaching styles and classroom climate</li> <li>43. Anna-Maria Hintz, Jürgen Wilbert &amp; Heike Gerdes (University of Cologne): The choice of reference norm when appraising students' achievement of prospective teachers for students with learning disabilities</li> <li>44. Michael Grosche, Jürgen Wilbert &amp; Heike Gerdes (University of Cologne, Germany): The Impact of feedback on motivation and achievement</li> <li>45. Carmen Díez, Jesús-Nicasio García, &amp; Deilis Pacheco (University of León, Spain): Social skills and performance in students with LD and / or poor performance and / or school failure or primary school</li> </ol>
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| <p>9. Richard T. Boon, Laurie Jo Conner &amp; Christina Stagliano (University of Georgia, USA): Effects of Teaching Spelling to Diverse Learners with Learning Disabilities via the use of the Hyperstudio Tutorial Program</p> <p>10. Montserrat Alguacil de Nicolás (Universitat Ramon Llull, Spain): Socialization and behaviour difficulties in adopted children and their repercussion on school performance</p> |  |  |  |
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<p><b>11:15 a.m. – 12:45 p.m.</b> <b>(90 min): 4 x 20 min (+ 10 min break)</b></p> <p><b>Learning Disabilities and ADHD</b></p> <p><b>Chair: Jesus Nicasio Garcia</b></p> <ol style="list-style-type: none"> <li>6. Manuel Soriano Ferrer (University of Valencia, Spain): Written expression of children with ADHD: Preliminary findings</li> <li>7. Richard T. Boon &amp; Melissa Jones (University of Georgia, USA): Our Mystery Hero! A group contingency intervention for reducing verbally disrespectful behaviors of students with ADHD and SLD</li> <li>8. Nithi Muthukrishna (University of KwaZulu-Natal, South Africa): The narratives of mothers and children labeled ADHD: A case study from the South African context</li> <li>9. Amanda Meliá (University of Valencia, Spain): Effects of methylphenidate on comprehension of stories and narrative coherence</li> </ol> <p><b>12:45 p.m. – 1:45 p.m. (LUNCH)</b></p>		<p><b>11:30 a.m. – 12:45 p.m.</b> <b>(75 min): 3 x 25 min</b></p> <p><b>Longitudinal Development of Children with Learning Disabilities</b></p> <p><b>Chair: Richard Boon</b></p> <ol style="list-style-type: none"> <li>28. Emily A. Mann (Bridgewater State College, USA): Early incidence of special education on academic and social outcomes</li> <li>29. Georgios D. Sideridis, Panagiotis Simos, Aggeliki Mouzaki, &amp; Athanasios Protopapas (University of Crete, Greece): Growth in reading comprehension by students with low vs high vocabulary ability: Is there evidence of Matthew effects?</li> <li>30. Robert J. Volpe (Northeastern University, USA): Attention-deficit/hyperactivity disorder and academic achievement: Exploring the relationship</li> </ol> <p><b>12:45 p.m. – 1:45 p.m. (LUNCH)</b></p>	<p><b>11:45 p.m. – 1:00 p.m.</b> <b>(75 min): 3 x 25 min</b></p> <p><b>Causes of Learning Disabilities, Comorbid Disorders, and Quality of Special Education Services I</b></p> <p><b>Chair: Ioannis Agaliotis</b></p> <ol style="list-style-type: none"> <li>46. Monica Weinstein (São Paulo, Brazil): A multidisciplinary evaluation of a group of Brazilian children with learning disabilities</li> <li>47. Ann Marie Leonard-Zabel (Curry College, USA): When the brain injures others: Understanding, evaluating, and treating children and adolescent from a school neuropsychological perspective</li> <li>48. Emily A. Mann &amp; Clara Barata (Bridgewater State College, USA): Special education in the NICHD study of early child care and youth development</li> </ol> <p><b>1:00 p.m. – 2:00 p.m. (LUNCH)</b></p>
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**1:45 p.m. - 3:30 p.m.**  
**(105 min): 4 x 25 min (+ 5 min break)**

**Acquisition of Reading and Writing Skills of Children at Risk for Developing Learning Disabilities**

**Chair: Ioannis Agaliotis**

10. José M. Cid Rodríguez (University of Granada, Spain): Personality: Graphical expression and dysgraphia
11. Dimitropoulou Panayiota (University of Athens, Greece), Filippatou Diamanto (University of Thessaly, Greece): Cognitive profiles and language difficulties of children with specific developmental disorders of speech and language
12. María Aurelia Ramírez Castillo (University of Granada, Spain): Learning how to read and write: Cognitive processes
13. Manuel Soriano Ferrer (University of Valencia, Spain): Methylphenidate improves Pre-Reading Skills in children with ADHD: Clinical Significance

**1:45 p.m. – 3:00 p.m.**  
**(75 min): 3x 25 min**

**Teaching Math to Students with Learning Disabilities**

**Chair: Lenia Carvalhais**

31. Katherine Lewis (University of California, USA): From diagnosis to remediation: Mathematical learning disabilities and fractions
32. Ioannis Agaliotis (University of Macedonia, Greece): Alternative vs. standard algorithms for teaching addition and subtraction to students with Learning Disabilities
33. Anna-Maria Hintz, Jürgen Wilbert & Heike Gerdes (University of Cologne, Germany): Appraisal of achievement of German teachers for students with learning disabilities, based on mathematical test results

**2:00 p.m. – 3:15 p.m.**  
**(75 min): 3x 25 min**

**Causes of Learning Disabilities, Comorbid Disorders, and Quality of Special Education Services II**

**Chair: Jesus Nicasio Garcia**

49. Andju Sara Labuhn, Ulrike Hartmann, Wolfgang Woerner, Johanna Maria Schmid, Chantal Rietz, & Marcus Hasselhorn (German Institute for International Educational Research, Germany): Learning disabilities in elementary school children with and without immigration status
50. Michael Russell (Boston College, USA): Applying principles of universal design to make computer-based tests accessible for all students
51. Patricia Robledo & Jesús-N García (University of León, Spain): Relationship between family characteristics and the academic development of student with and without learning disabilities and ADHD

<p><b>3:45 p.m. – 5:00 p.m.</b> <b>(75 min): 3 x 25 min</b></p> <p><b>Transition of Learning Disabled Youth Into Adulthood</b></p> <p><b>Chair: Matthias Grünke</b></p> <p>14. Gurdun Vater (University of Cologne, Germany): Evaluation of the theatre-project “Every career starts with a first step”</p> <p>15. Marsha B. Driscoll &amp; Kathryn Hagen (Bemidji State University, USA): Development and assessment of a college transition program for students with disabilities</p> <p>16. Julie Zoino-Jeannetti (Framingham State College, USA): The learning histories of homeless adult learners: Lessons for exceptional learners</p>		<p><b>3:15 p.m. – 5:00 p.m.</b> <b>(105 min): 4 x 25 min (+ 5 min break)</b></p> <p><b>Expertise of Teachers for Learning Disabled Students and the Role of Parents I</b></p> <p><b>Chair: Faye Antoniou</b></p> <p>34. Fabio Leoni &amp; Feliciano Tocchetto (Alta Scuola Pedagogica, Switzerland): Dyslexia, a learning disability: Representations of teachers and dissemination in Svizzera italiana schools</p> <p>35. Matthias Grünke (University of Cologne, Germany): Critical thinking abilities in prospective special educators for learning disabled children and youth</p> <p>36. Richard Cass &amp; David Scanlon (Boston College, USA): What novice special educators know and need to know about learning disabilities?</p> <p>37. Patricia Robledo, Jesús-N García &amp; Carmen Díez (University of León, Spain): The Family Influence On The Development Of Children’s Social Skills</p>	<p><b>3:30 p.m. – 5:00 p.m.</b> <b>(90 min): 4 x 20 min (+ 10 min break)</b></p> <p><b>Expertise of Teachers for Learning Disabled Students and the Role of Parents II</b></p> <p><b>Chair: Matthias Grünke</b></p> <p>52. Katja Scheffler (University of Cologne, Germany): The matching of general interest orientations and vocational requirements of special education students and teachers in Cologne</p> <p>53. Matthias Grünke &amp; Jürgen Wilbert (University of Cologne, Germany): Comparisons between conceptions of students from special and general schools concerning ideal teachers</p> <p>54. Lénia Carvalhais (University of Aveiro, Portugal): Teacher training to work with dyslexia: Reality or utopia?</p> <p>55. M<sup>a</sup> Lourdes Álvarez &amp; Jesús-N García (University of León, Spain): Analysis of Social Support in Developmental Disorders: The Parent’s Perception</p>
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