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*Learning Disabilities Assessment and Intervention: New  
Challenges in Uncertain Times*

**Book of Abstracts**

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**University of Oviedo  
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## ***Table of Contents***

New Directions in the Study of Neurodevelopmental Disorders.....	1
<i>Timothy C. Papadopoulos</i>	
Moving Attention to the Prevention of Learning Difficulties.....	3
<i>Heikki Lyytinen</i>	
<b>SYMPOSIA</b> .....	4
Do Not Forget Foundations: What We Have Learned .....	4
Improving Skills for Writing Summaries and Quick Writes .....	
<i>Jenna Basile and Linda H. Mason</i>	
Reading and Writing Profiles of Children with Developmental Dyspraxia.....	6
<i>Margaret Pierce</i>	
Increasing Teachers' Knowledge and Skills to Impact Student Learning .....	9
<i>Paige Pullen</i>	
Considerations for intensive intervention for students with learning disabilities –Are methods of good instruction enough?.....	9
<i>Annmarie Urso</i>	
Coping with academic, social and emotional challenges during Covid-19 period, among undergraduate students with SLD and ADHD in Italy and Israel .....	12
Soft skills, study-related factors, academic achievement, and satisfaction in students with or without specific learning disabilities .....	
<i>Nicole Casali, Chiara Meneghetti, Gerardo Pellegrino, and Barbara Carretti</i>	
Examining characteristics and associated psychological aspects related to Internet harassments: Findings from higher education students in Israel .....	16
<i>Tali Heiman and Dorit Olenik-Shemesh</i>	
Academic Self-Efficacy, Distance Learning Perspectives, Sense of Coherence and Loneliness: Comparison between Israeli Undergraduate Students with and without SLD and/or ADHD	19
<i>Adi Sharabi &amp; Orit Shelach Inbar</i>	
Addressing sources of reading difficulties in the global South – the Interplay of Multiple Factors ON- LINE .....	21
Reading development in low-literacy contexts.....	
<i>Kaja Jasińska</i>	
Incorporating the Concept of Universal Design for Learning in a Teacher Professional Development Program in Kenya .....	22
<i>Alexandra Gottardo</i>	
A Critical Examination of Reading Instruction and Inclusion in Colombia and of their Impact on Children with Learning Difficulties.....	23
<i>Gloria Ramirez</i>	

Comparing strategy interventions and evaluations: Implications for methods and outcomes .	24
Strategic Awareness and Activation of Instructional Accommodations: A Promising Tier 2/Tier 3 Intervention .....	24
<i>David Scanlon and Allision Nannemann</i>	
The Effects of a Musical Mnemonics Intervention on the Multiplication Fluency of Three 6th Graders with Learning Disabilities.....	26
<i>Matthias Grünke, Jennifer Karnes, and Ellen Duchaine</i>	
Effectiveness of Cover, Copy, & Compare (CCC) on Orthographic Spelling Rules in a Transparent Orthography – A randomized controlled trial (RCT).....	27
<i>Michael Grosche, Jasmin Decristan, Michèle Paul, Marco Patzelt, Karolina Urton, Anne Barwasser, and Matthias Grünke</i>	
Writing in the primary grades: Effective assessment and instruction for RTI multi-tiered systems of support .....	29
Writing with different words: An exploration of vocabulary diversity indices in curriculum-based measures of written expression with second-grade English learners.....	29
<i>Britt Landis</i>	
RTI Multi-tiered support for struggling first-grade writers: effects on the writing process and product .....	31
<i>María Arrimanda, Raquel Fidalgo, and Mark Torrance</i>	
Intervention for Transcription Skills for Students in Grades 1-2 Identified as At-Risk in Writing.....	33
<i>Juan E. Jiménez</i>	
Literacy education in a changing global world: Bearing in mind teacher knowledge, technology, handwriting and dyslexia assessment.....	35
The importance of teacher knowledge in solving the reading puzzle .....	35
<i>R. Malatesha Joshi, Kay Wijekumar, and Emily Cantrell</i>	
The impact of technology on the development of handwriting skills: A review of literature	37
<i>Mariana Silva, Theresa Kalchhauser, and Rui A. Alves</i>	
The influence of writing medium and gesture modality on the development of early literacy skills .....	38
<i>Theresa Kalchhauser, Mariana Silva, and Rui A. Alves.</i>	
A Cross-Linguistic View of Dyslexia Identification.....	40
<i>Karol Ann Moore, Jialin Lai, Juan Quinonez, R. and Malatesaha Joshi</i>	
<b>Interactive Poster Session Information</b> .....	43
READING AND READING DISABILITIES.....	43
P007 Development of Spelling Ability in Greek Elementary School Students with and without Reading Problems .....	43
<i>Angeliki Mouzaki, Sophia Giazitzidou, Panagiotis Simos</i>	

P009 Influence of slower processing speed (PS) in children with high cognitive ability on parent- and teacher-reported psychosocial outcomes.....	43
<i>Gina Forchelli; Vuijk, Pieter; Wolfe, Lauren; Beery, Clara; Koven, Maya; Cederberg, Charles; Colvin, Molly; Doyle, Alys; Braaten, Ellen</i>	
P010 Implicit learning of spelling – Effectiveness of an implicit training of a consonant doubling spelling rule .....	44
<i>Sophie Schneemelcher, Gunnar Bruns, Jasmin Decristan, Michael Grosche, Matthias Grünke, Karolina Urton</i>	
P015 Spanish children with dyslexia struggle with English as a Foreign Language .....	44
<i>Paz Suárez-Coalla, Marina Vega Harwood, Cristina Martínez-García</i>	
P016 Rapid Naming Related to Visual Orienting of Attention and Phonology: Different Contributions for Reader Subgroups .....	45
<i>B.J.A. (Barry) de Groot</i>	
P017 The Importance of Oral Vocabulary in Longitudinal Prediction of Word Reading Fluency: Evidence from Typical and Poor Readers of a Transparent Orthography .....	45
<i>Angeliki Mouzaki, Evgenia Korvesi, Sophia Giazitzidou, Panagiotis Simos</i>	
P020 Prevalence of Learning Disabilities: Trends and Variability .....	46
<i>Daniel P. Hallahan, Paige Pullen</i>	
P021 Complex Morphological Forms Used by Middle School Students with High-Incidence Disabilities .....	46
<i>Brady, S., Owen, L.</i>	
P022 The investigation of vocabulary skills and reading comprehension for students with special learning disabilities.....	47
<i>Faye Antoniou, Konstantina Fragkouli, Athanasios Papakostas</i>	
WRITING AND WRITING DISABILITIES .....	47
P001 Improving Written Expression in students with Learning Disabilities .....	47
<i>V. Kokkali, F. Antoniou, D. Filippatou</i>	
P002 Writing Processes in Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder .....	48
<i>Olga Arias-Gundín, Paula López, and Celestino Rodríguez</i>	
P011 Longitudinal associations between communication abilities and reading and writing performance in adolescents with Autism Spectrum Disorder without intellectual disability	48
<i>Inmaculada Baixauli Fortea, Carmen Berenguer Forner, Belén Roselló Miranda, Ana Miranda Casas</i>	
P012 Assessing Spanish Early Writers .....	49
<i>Jennifer Balade; Juan E. Jiménez</i>	
SPECIAL NEEDS .....	49
P003 The Student Self-Accommodation Strategy for Students with Visual Impairments and Concomitant Learning Disabilities.....	49

*Allison C. Nannemann*

P018 How noise affect cognitive performances of children with additional learning needs: A preliminary study ..... 50

*Gaia Spicciarelli, Flavia Gheller, Barbara Arfé*

LEARNING DISABILITIES IN MATH ..... 50

P004 A qualitative analysis of calculation errors in primary and secondary school ..... 50

*Annamaria Porru, Sebastiano Pegorer, Riccardino LoRusso, Silvia Benavides-Varela, Carlo Semenza, Dora Tramarin, Martina Pedron, Daniela Lucangeli*

LEARNING DISABILITIES AND ADHD ..... 51

P005 Are spatial skills impaired in ADHD? A meta-analysis..... 51

*Elizabeth Maria Doerr, Barbara Carretti, Chiara Meneghetti, Enrico Toffalini, Agnese Capodiecì*

P006 Aberrant Responses in Students with LD: Cause for Concern? ..... 51

*Georgios D. Sideridis*

P008 School Facilitation of Student Involvement in Educational Planning and Selfdetermination ..... 52

*Wendy Cavendish and Deborah Perez*

P013 The Role of Anxiety in Self-Concept and Inattentive Symptomatology of ADHD ..... 52

*Laura M. Canamero, Natalia Martín, Zara Suárez-García, Marisol Cueli y Débora Areces*

P014 Attention-deficit/hyperactivity disorder and parental educational styles ..... 53

*Laura M. Canamero, Natalia Martín, Marisol Cueli y Paloma González-Castro*

P019 Reading abilities in school-aged preterm children with ADHD ..... 53

*Bujnowska, A. M., Pasarín-Lavín T., Abín-Álvarez A., Rodríguez, C., Solís-Sánchez, G.*

## **F5**

### **P014 Attention-deficit/hyperactivity disorder and parental educational styles**

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(Department of Psychology, University of Oviedo)

#### **Abstract**

The correlation between Parental Educational Styles (PES), norm setting, externalizing and internalizing variables, and vulnerability in students with a diagnosis of ADHD is analyzed. The study involved 101 families and 61 students (31 girls and 30 boys) between 6 and 14 years of age. The results show that parental educational styles based on criticism-rejection are associated with rigid and indulgent formulas and are related to the development of internalizing symptoms (anxiety), externalizing symptoms (inattention, anger) and vulnerability (emotional dysregulation, isolation). While the affection-communication parental educational styles are associated with inductive formulas, with no negative symptomatological linkage. Parental style conditions the symptomatology and associated difficulties of students with ADHD, being a variable to be taken into account in the intervention of the disorder.

## **F6**

### **P019 Reading abilities in school-aged preterm children with ADHD**

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#### **Abstract**

This study aimed to describe reading skills and naming speed abilities in very preterm children with attention deficit hyperactivity disorder (ADHD). Furthermore, we examined which specific reading skills were associated with prematurity independent of the effects of gender, socioeconomic status, and IQ. The Evaluation of Reading Processes for Children (PROLEC-R) was used to assess reading capacity and the Rapid Automatized Naming and Rapid Alternating Stimulus Tests (RAN/RAS) to evaluate naming speed. A sample of 112 preterm children (age range = 8-13 years) was divided into two groups: ADHD and control. There were statistically significant differences in RAN/RAS and PROLEC results between groups. The degree of prematurity was a significant predictor of processing speed and reading comprehension.