

The State of Research on Learning Disabilities in Canada: A Scoping Review

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A scoping review was conducted to examine current Canadian research on learning disabilities (LD). Ninety-six articles were found in LD specific journals that were written by researchers from Canadian universities between 2013-2023. Their research could be incapsulated into 10 themes: (a) reading and literacy, (b) language and linguistics, (c) mathematics, (d) neurological and cognitive processes, (e) education and intervention, (f) social and environmental factors, (g) assessment and diagnosis, (h) psychological factors and well-being, (i) developmental and lifespan perspectives, and (j) research methods and theoretical frameworks. This review provides an overview of the research being done on LD in Canada and identifies areas in need of further investigation.

Keywords: learning disabilities, Canadian, scoping review

INTRODUCTION

The Landscape of Learning Disabilities in Canada

According to the Learning Disabilities Association of Canada (LDAC), one in ten Canadians have a learning disability (LD) (LDAC, n.d.). Moreover, according to Statistics Canada, the total population estimate for the country is 38,516,138 (Statistics Canada, 2023). Taken together, these figures suggest that nearly four million Canadians have a LD. These individuals can experience various challenges over their lifetimes, including persistent difficulties in at least one or more of the following areas: reading, written expression, and math (American Psychiatric Association, 2022). Additionally, they often experience lower self-esteem (Peddigrew et al., 2022) and self-efficacy (Goegan & Daniels, 2022) compared to their peers, and require various accommodations to support their learning (Morris et al., 2023). However, a comprehensive understanding of their lives is missing from the existing literature on LD and is instead fragmented according to individual researchers' interests and priorities. As such, the purpose of this scoping review was to examine the current state of Canadian research examining LD to provide a comprehensive picture of what is currently being done, and areas where more research is needed.

The term "learning disability" (LD) was first used in 1963 by Samuel Kirk, an American psychologist and educator (Waber, 2010). He used this term to refer to children who were identified as having normal intellectual ability but continued to experience challenges with learning. This timing coincides with the LDAC's assertion

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that they began in 1963 as a support group of parents sharing resources about their children with LD (LDAC, 2024). From there, LDAC was incorporated in 1971, and at present, includes nine provincial and one territorial associations with a network of chapters within more than 30 communities in Canada. But LDAC is not the only voice for those with LD in Canada, as other organizations over the years have formed at the national (e.g., Dyslexia Canada) and local levels (e.g., Learning Disabilities & ADHD Network). These organizations provide a voice for advocacy, offer programming to support individuals with LD and their families, and raise awareness on important issues for those with LD in Canada.

Two important milestones in the history of Canada in relation to LD are important to highlight to contextualize our scoping review. The first is the Putting a Canadian Face on Learning Disabilities (PACFOLD 2004-2007) project. This was a nation-wide research initiative done in partnership between LDAC and researchers across Canada. They were interested in examining what it meant to be a person with LD living in Canada (see www.pacfold.ca for more information). This project resulted in several concerning conclusions. For example, the research team found that when compared to the general population, individuals with LD in Canada were more likely to be unemployed, earn less, report their mental health status as fair or poor, were less likely to have a secondary school diploma or certificate, and were more likely to be part of a low-income family. These results were met with a call to action for supporting those with LD in Canadian communities. The second milestone event was the Moore vs. British Columbia (Education) Supreme Court Judgment that was rendered in 2012 (Case # 34040, 34041). Jeffery Moore was a student with LD who experienced barriers to accessing the necessary supports and services for his education. The ruling of the court was that students with disabilities should have meaningful access to public education (Brodsky, 2013) and that access to adequate special education is not “a dispensable luxury” (Moore vs. British Columbia, 2012).

Building on the important work that was, and is being done in Canada, we performed a scoping review to analyze the research being conducted by Canadians on LD from 2013-2023. A scoping review was preferred over a systematic review as the nature of the literature could be broader and incorporate a wider range of study designs and methodologies (Arksey & O’Malley, 2005; Pham, et al., 2014). Moreover, scoping reviews provide a more descriptive overview (Arksey & O’Malley, 2005), offering information on the volume of the literature, the studies available and an overview of their focus (Munn et al., 2018). Our aim was not to critically evaluate the studies, but rather provide an overview of what exists in Canada to inform the current state of research, identify gaps, make recommendations for future research, and inform conversations about how we can continue to support individuals with LD living in Canada today (Tricco et al., 2026).

The Current Study

This study utilized a scoping review framework (Arksey & O’Malley, 2005) to examine the peer-reviewed literature published by Canadian researchers in LD specific journals from 2013 to 2023 (encapsulating the decade after the Moore vs. British Columbia ruling). For the purposes of this scoping review, we defined a Canadian researcher as one who was employed at a Canadian postsecondary institution

or organization within Canada. Arksey and O'Malley (2005) identify four common reasons for conducting a scoping study, and we align the current project with two of these reasons. First, "To examine the extent, range and nature of research activity" (p. 6), we posed three specific research questions:

1. From 2013 to 2023, how many Canadians are publishing in LD specific journals and what percentage of articles include Canadian authors?
2. From 2013 to 2023, which provinces or territories are Canadian authors who publish in LD specific journals from?
3. From 2013 to 2023, who are the Canadian authors publishing in these journals?

Second, "To identify research gaps in the existing literature." (p. 7), we posed two additional research questions:

4. What are the most common areas of research from the Canadian authored articles from LD specific journals from 2013-2023?
5. What are the areas that appear to be of lesser focus or missing from the Canadian authored articles from LD specific journals from 2013-2023?

METHODS

The scoping review method includes five stages: (a) identifying the research questions, (b) identifying relevant studies, (c) study selection, (d) charting the data, and (e) reporting the results (Arksey & O'Malley, 2005). We also followed these stages with consideration of the Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) Checklist (<https://www.prisma-statement.org/scoping>). With the research questions outlined above, we begin our outline of the methods for identifying relevant studies.

Identifying Relevant Studies

The research team initially identified nine LD specific journals to search for articles that included Canadian researchers: (a) Journal of Learning Disabilities, (b) Learning Disability Quarterly, (c) Learning Disabilities: A Multidisciplinary Journal, (d) Learning Disabilities: Research & Practice, (e) Learning Disabilities: A Contemporary Journal, (f) British Journal of Learning Disabilities, (g) International Journal for Research in Learning Disabilities, (h) Annals of Dyslexia, and (i) Dyslexia. The British Journal of Learning Disabilities was removed from the list prior to data collection as per their website "Learning disabilities here refers to intellectual (global) disabilities and not to specific learning disabilities like dyslexia," making it outside the scope of the current study (John Wiley & Sons Inc, 2024). Moreover, Learning Disabilities: A Multidisciplinary Journal was also removed due to unresolved registration errors when trying to access article information. Therefore, seven journals were included to identify relevant articles.

With these seven key journals identified, a research assistant (RA) searched the online archives on the journals' specific websites. The RA specifically searched for articles published between 2013-2023, that included one or more Canadian authors. Hand-searching of key journals was applied to the scoping review as we were unable to locate a database that allowed for filtering articles based on the location of authors. For example, for the Journal of Learning Disabilities, the RA located the journal's

website and then accessed the “All Issues” section under the heading “Browse Journal.” From there, the RA was able to navigate through the various volumes and issues by year, as organized on the website. The RA examined the years 2013-2023, opening each volume and article published during that time and reviewing the author details to determine Canadian affiliation.

Study Selection

One RA was responsible for finding all articles within our parameters. When an article was found that article was added to the database. We collected the following information for each article: title, authors, location (e.g., university affiliation), keywords, and abstract. A second RA reviewed all the articles found to ensure accuracy and completion. In total 1,549 articles were located, of which 96 included Canadian authors.

Charting the Data

Next, we began ‘charting’ key items of information obtained from the articles. The research team developed a standardized form for collecting information about each of the articles, consistent with established practices in scoping reviews (Pham et al., 2014). The research team determined which variables to extract from the articles to answer each research question (Levac et al., 2010). The standardized form included information about who the Canadian authors of each article were, where they were publishing, and the key words from the article. This would allow us to answer our research questions identified above.

Reporting the Results

To aid in the transparency of our analysis (Munn et al., 2018), Appendix A includes the APA reference for each article included in our scoping review ($N = 96$). Each of our identified research questions are addressed below.

The Number of Canadians Publishing in LD Specific Journals from 2013-2023

Table 1 includes information about the number of Canadian publications and authors by LD specific journals. Of the 96 articles located, 39 articles were from the Journal of Learning Disabilities, which included 116 Canadian authors. Learning Disabilities Quarterly included five articles by Canadian authors, including seven authors. Learning Disabilities: Research & Practice published five articles, including 13 Canadian authors. Learning Disabilities: A Contemporary Journal published seven articles, with 19 Canadian authors. International Journal for Research in Learning Disabilities published 5 articles including 10 Canadian authors. Annals of Dyslexia published 20 articles with 56 authors identified as Canadian. Lastly, Dyslexia published 15 articles that included Canadian authors with 43 authors identified. This finding demonstrates that Canadians are publishing in a variety of LD specific journals.

Table 1. Number of Canadian Publications and Authors Per Learning Disabilities Specific Journal (2013-2023)

Journal	# of Articles Published	# of Articles with Canadian	# of First Author Articles	# of non-First Author Articles	Total # of Canadian Authors
Journal of Learning Disabilities (JLD)	456	39(8.55%)	28	11	116
International Journal for Research in Learning Disabilities (IJRLD)	45	5(11.11%)	5	0	10
Learning Disabilities: A Contemporary Journal (LDCJ)	121	7(5.79%)	7	0	19
Learning Disabilities: Research and Practice (LDRP)	227	5(2.20%)	5	0	13
Learning Disability Quarterly (LDQ)	229	5(2.18%)	3	2	7
Annals of Dyslexia (AD)	214	20(9.34%)	13	7	56
Dyslexia (D)	257	15(5.84%)	13	2	43
Total	1549	96(6.20%)	74	22	264

The Location of Canadian Authors in LD Specific Journals from 2013-2023

Of the 10 provinces and three territories in Canada, the authors were only from seven different provinces, including Alberta, British Columbia, Manitoba, Newfoundland and Labrador, Nova Scotia, Ontario, and Quebec. Moreover, the three most common provinces where authors were located included 34.5% from Ontario, 26.1% from Alberta, and 14.4% from British Columbia. For more information about where authors are located, see Table 2.

Table 2. Number of Canadian Publications Per Learning Disabilities Specific Journal (2013-2023)

Province / Territory	# of Authors	# of First Author Articles	# of non-First Authors
Alberta	69	18	51
British Columbia	38	12	26
Manitoba	9	5	4
New Brunswick	0	0	0
Newfoundland and Labrador	1	0	1
Nova Scotia	29	10	19
Ontario	91	22	69
Prince Edward Island	0	0	0
Quebec	27	7	20
Saskatchewan	0	0	0
Northwest Territories	0	0	0
Nunavut	0	0	0
Yukon	0	0	0
Total	264	74	190

The Names of Canadian Authors in LD Specific Journals from 2013-2023

Of the articles, 139 of the 264 authors (53%) were cited once across the 96 articles. The remaining 125 authors cited were 34 distinct authors who had each published 2 to 11 articles. Indeed, nine authors had five or more citations (Chen, Daniels, Deacon, Georgiou, Geva, Goegan, Kirby, Parrila, and Siegel), representing five different postsecondary institutions.

Keyword Word Cloud Analysis

The keywords from the 96 articles were compiled into a singular list and entered into an online word cloud program (<https://www.wordclouds.com>) to examine the types of words and the frequency of the words in the list. Word cloud analysis is a quick and simple way to analyze words and the frequency of those words, and it is gaining popularity in data analysis (e.g., DePaolo & Wilkinson, 2014; Hinkle et al., 2020; Meehan & Howells, 2019). Words that occur more frequently in the list are larger and positioned towards the middle of the cloud, with less frequent words encompassing the perimeter. The word cloud generated is presented in Figure 1.

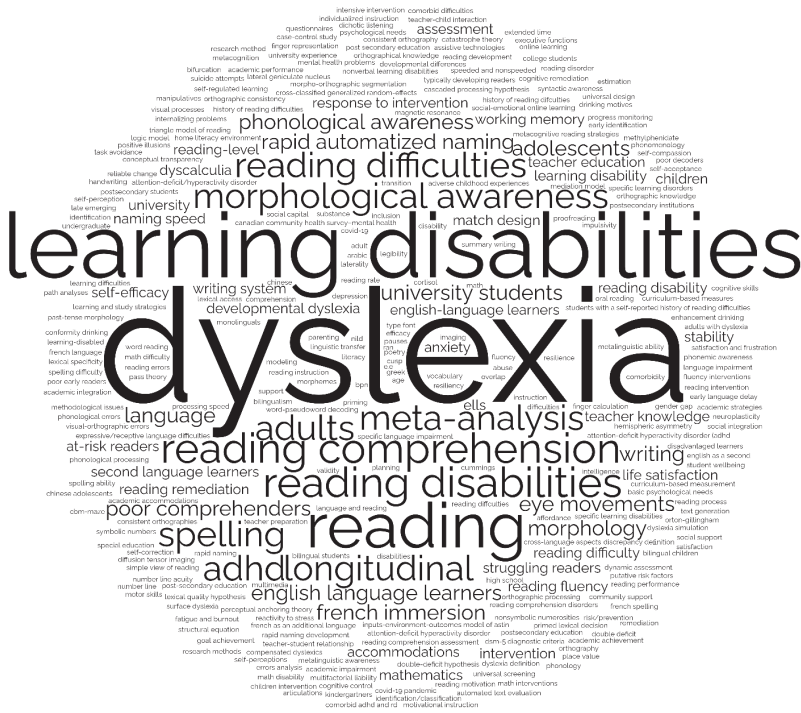


Figure 1. Word Cloud Representation of Keywords from Articles

Table 3. *Canadian Authors Publishing in Learning Disability Specific Journals*

Author	University	Province	Articles as Author	First- Authored Articles
Al Dahhan, N. Z	Queen's University	ON	2	2
Chen, X.	University of Toronto	ON	5	0
Daniels, L. M.	University of Alberta	AB	5	1
Deacon, S. H.	Dalhousie University	NS	9	1
Daigle, D.	Université de Montréal	QC	3	1
Elgendi, M. M.	Dalhousie University	NS	2	1
Frijters, J. C.	Brock University	ON	2	0
Georgiou, G. K.	University of Alberta	AB	11	4
Geva, E.	University of Toronto	ON	7	1
Giaschi, D. E.	University of British Columbia	BC	2	0
Goegan, L. D.	University of Alberta / University of Manitoba	AB / MB	6	5
Gottardo, A.	Wilfrid Laurier University	ON	2	0
Harrison, G. L.	University of Victoria	BC	4	0
Kirby, J. R.	Queen's University	ON	6	0
Krenca, K.	University of Toronto / Dalhousie University	ON / NS	2	1
Kruk, R. S.	University of Manitoba	MB	2	1
Lovett, M. W.	University of Toronto	ON	2	0
MacKay, E. J.	Dalhousie University	NS	4	3
Martinez, D.	University of Alberta	AB	2	0
Martinsen, R.	University of Toronto	ON	2	1

Table 3. *Canadian Authors Publishing in Learning Disability Specific Journals (continued)*

Author	University	Province	Articles as Author	First- Authored Articles
Massey-Garrison, A.	University of Toronto	ON	2	0
Metsala, J. L.	Mount Saint Vincent University	NS	2	1
Munoz, D. P.	Queen 's University	ON	2	0
Parrilla, R.	University of Alberta	AB	9	0
Partanen, M.	University of British Columbia	BC	3	2
Plisson, A.	Université de Montréal	QC	2	1
Shakory, S.	University of Toronto	ON	2	1
Siegel, L. S.	University of British Columbia	BC	8	2
Stack-Cutler, H. L.	University of Alberta	AB	3	3
Stegemann, K. C.	Thompson Rivers University	BC	2	2
Stewart, S. H.	Dalhousie University	NS	2	0
Tannock, R.	University of Toronto	ON	4	3
Vieira, A. P. A.	University of Alberta	AB	2	0
Wiener, J.	University of Toronto	ON	2	1
			125	

Notes. Short forms for Provinces are Alberta (AB), British Columbia (BC), Manitoba (MB), Nova Scotia (NS), Ontario (ON) and Quebec (QB). Goegan and Krenca have two University associations as their affiliations switching during the timeframe of 2013-2023. Moreover, Parrilla moved outside of Canada during the time under investigation which is why he is only identified with nine articles.

From the word cloud generated, the research team reviewed the word cloud to develop 10 themes that captured the key themes across all the words: (a) reading and literacy, (b) language and linguistics, (c) mathematics, (d) neurological and cognitive processes, (e) education and intervention, (f) social and environmental factors, (g) assessment and diagnosis, (h) psychological factors and well-being, (i) developmental and lifespan perspectives, and (j) research methods and theoretical frameworks. While we present the themes here as separate, it is important to acknowledge that there is overlap in the themes, and the words within them. For a sample of key terms within each theme, see Figure 2.

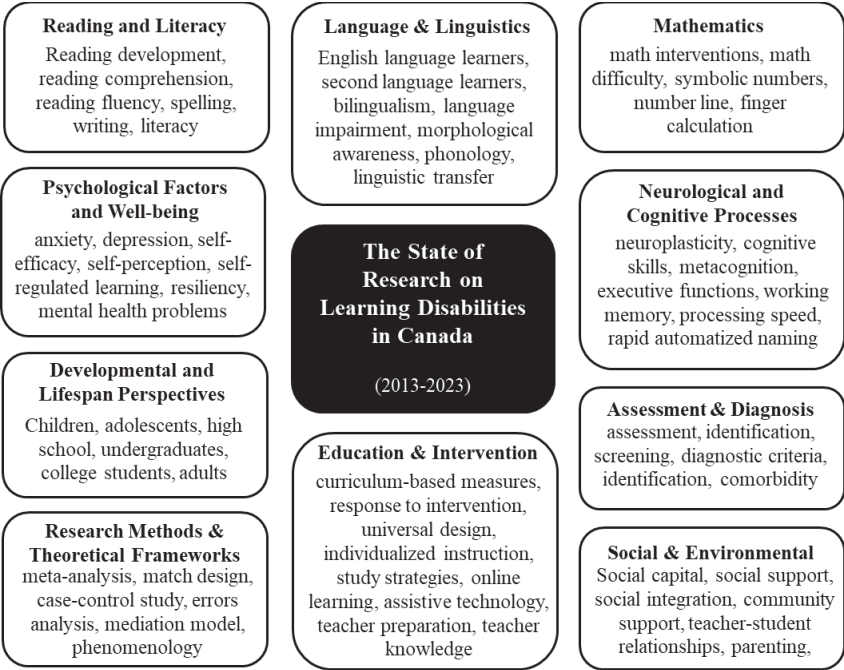


Figure 2. Themes and Sample of Key Terms

Reading and Literacy

Perhaps not surprisingly, words related to *reading and literacy* were predominant in the word cloud generated. The high number of reading and reading-related terms (e.g., reading development, reading fluency) may be connected to the rates of individuals with LD who specifically have difficulties in reading, as reading disabilities are more common than those related to the areas of writing and mathematics (American Psychiatric Association, 2022). This theme included basic reading skills, higher-level reading comprehension, and reading difficulties. Moreover, we see several terms related to writing, in particular spelling and orthography, since read-

ing challenges often coincide with writing challenges. Taken together, these words highlight the significant role reading and literacy play in learning and development of individuals with LD.

Language and Linguistics

A second important theme in the word cloud generated was language and linguistics, which included a variety of language-related topics which we conceptualized into two general categories: (a) broader aspects of language and (b) multicultural considerations. Broader aspects of language consists of terms such as language difficulties, morphological awareness, articulation, and expressive/receptive language difficulties. The multicultural consideration category considers the multilingual nature of the terms in the word cloud. For example, there were several references to bilingualism (e.g., bilingual students), particularly French (e.g., French immersion and French as an additional language). This aspect of the research is significant for Canadians, as Canada is a bilingual country with two official languages: English and French. Furthermore, multilingual elements are evident in the international collaboration researchers are engaged in, encompassing terms such as Chinese, Arabic, and Greek. This category speaks to the diversity of individuals with LD and the need for multicultural considerations.

Mathematics

While a significant proportion of the words connected with reading and language-related themes, there are also several words related to *mathematics*, suggesting a theme of understanding mathematical concepts and addressing difficulties in mathematical learning. This theme centers on individuals with LD and their understanding of mathematical concepts and interventions aimed at improving their skills and knowledge in this area. This theme is significant because individuals with LD often face challenges in mathematics, such as individuals with dyscalculia (American Psychological Association, 2022), who may experience difficulty with number sense, number facts, calculation, mathematical reasoning, and problem-solving. Therefore, while there were fewer words related to mathematics, this may be proportional to the number of individuals with LD who have challenges in mathematics.

Neurological and Cognitive Processes

While there were specific terms related to the main areas of reading, language and mathematics, some of the key terms were broader, resulting in the *neurological and cognitive processes* theme. For example, authors included the terms neuroplasticity, cognitive skills, metacognition, executive functions, and working memory. These key terms highlight important considerations for individuals with LD, who can often struggle with one or more of these processes (e.g., American Psychological Association, 2022; Chevalier et al., 2017; Deng, et al., 2022). Moreover, these words highlight the complexity of the challenges individuals with LD may experience, as these challenges can transcend a single specific area (e.g., reading).

Education and Intervention

From the terms included in the word cloud, many pertained to educational practices, interventions, and strategies for addressing LD in various settings (e.g., K-12 education and university education). These terms highlight important practices that promote equity and accessibility for individuals with LD. Within this theme, we also see the importance of providing students with accommodations (e.g., Morris, et al., 2023), such as extended time (Goegan & Harrison, 2017). Within the terms related to accommodations, we also see a focus on technology and assistive tools to support individuals with LD (e.g., online learning, assistive technology). However, we foresee the need for a greater focus of future research on technology, particularly in response to the growth in the use of artificial intelligence (AI) possibilities. Moreover, the importance of teachers is also depicted in the key terms, highlighting the importance of ensuring that teachers have adequate knowledge and instruction in the area of LD to support the students in their classrooms (e.g., teacher preparation, teacher knowledge).

Social and Environmental Factors

We created the theme of *social and environmental factors* based on the key words from the articles to capture the people and spaces that support individuals with LD, and to emphasize the need for collaborative partnerships between home, school, and community. In terms of social aspects, we see key concepts (e.g., social capital, social integration), and the relationships individuals with LD have with others (e.g., parents, teacher-child interaction). Moreover, the environment can vary in scope depending on the specific article (e.g., university, community). This theme further highlights the complexity of LD by considering not only the individual but also social and environmental elements.

Assessment and Diagnosis

The theme of *assessment and diagnosis* was also present in the key words from the articles, highlighting a focus on evaluating and diagnosing LD and related difficulties. Within this theme there are various types of LDs that Canadian researchers are examining (e.g., dyslexia and nonverbal learning disabilities). Within the words, we also see the importance of early identification and universal screening. This is an important area of research as individuals with LD must be properly identified to be supported accordingly. We also see connections to other diagnoses in the terms of co-morbidity, with a particular emphasis on attention-deficit/hyperactivity disorder (ADHD). Several of the articles included individuals with LD and ADHD, which is consistent with the finding that these two disorders have a comorbidity rate of roughly 45% (DuPaul, et al., 2013).

Psychological Factors and Well-being

From the terms included in the key words, several fit within the theme of *psychosocial factors and well-being*, highlighting the importance of addressing the health and well-being of individuals with LD. Within this theme, there are several terms related to the self, such as self-acceptance, self-compassion, self-efficacy, and self-perception. Within the words, we also see terms related to overall well-being in-

cluding but not limited to stress, fatigue, anxiety, depression and mental health. The terms within this theme highlight the importance of focusing on the individual, and their well-being, when supporting them.

Developmental and Lifespan Perspectives

Articles addressed the experience of living with LD, highlighting the experiences of children and adults. This was another important theme identified in the key terms from the articles. The participants from the articles published by Canadian authors range from young children, to adolescents, and adults, highlighting not only the consideration of LD across different stages of development and into adulthood, but also the importance of understanding lifespan trajectories and transitions. As learning disabilities are lifelong (American Psychological Association, 2022), it is not surprising to see representation of participants from the K-12 formal education years, as well as postsecondary education. One of the topics that appears to be lacking in focus from the list of terms is the workplace. Individuals with LD can have various challenges in the workplace (e.g., Lerma & Chen, 2020), but there is little information from a Canadian perspective. This is an area where more research is needed.

Research Methods and Theoretical Frameworks

Several of the key words were related to various research methods (e.g., meta-analysis, match design, phenomenology, structural equation modeling) suggesting that Canadian researchers who are examining topics related to LD are incorporating a variety of research methodologies into their projects. Moreover, we see that Canadian researchers are utilizing different theoretical frameworks or approaches to their research. For example, the authors of these articles mention models (e.g., double deficit model, triangle model of reading), hypothesis (e.g., lexical quality hypothesis, cascaded processing hypothesis), and theories (e.g., simple view of reading, PASS theory) in their key words, suggesting a breadth of scientific inquiry.

LIMITATIONS AND FUTURE DIRECTIONS

While the results from our scoping review provide important information about the current state of LD research in Canada, there are two important limitations that should be noted. First, a scoping review provides breadth over depth in analysis, and we cannot speak to the quality of the content of the articles. The goal here was to examine overarching themes and trends in the articles rather than critique their methodologies or results.

Second, it is possible that important Canadian research was not captured within our scoping review, as we limited ourselves to LD-specific journals and what was openly available on their websites to ensure feasibility in our investigation. Arksey and O'Malley (2005) suggest that a scoping review can be performed as an initial mapping of the literature to determine the potential for a systematic review. Given the lack of a database that can filter by author location, we do not see this as viable. An initial attempt to extend our findings to Canadian LD researchers more broadly produced articles from an extensive number of journals, including *Developmental Science*, *Journal of Child and Family Studies*, *Canadian Journal of Public Health*, *Contemporary Educational Psychology*, and *Human Brain Mapping*. Therefore, a systematic review would require further parameters.

Conclusion

Ninety-six articles were found in LD specific journals that were written by Canadian researchers from 2013-2023. Our scoping review determined that these authors are from across Canada, with their research encapsulated into 10 themes: (a) reading and literacy, (b) language and linguistics, (c) mathematics, (d) neurological and cognitive processes, (e) education and intervention, (f) social and environmental factors, (g) assessment and diagnosis, (h) psychological factors and well-being, (i) developmental and lifespan perspectives, and (j) research methods and theoretical frameworks.

Overall, reading and literacy play a significant role in the learning and development of individuals with LD, and it is a field of research that Canadians have actively pursued. While there has been considerable research on the K-12 student population and postsecondary students, more research is needed to examine LDs across the lifespan. For example, Canadian researchers should explore ways to support adults as they transition into and remain in the workforce, with a focus on workplace accommodations, assistive technology, and AI possibilities. Researchers should also further investigate the complexities of LDs, including the intersection of mental health comorbidities and the interconnected nature of social categorizations such as race, class, and gender. These considerations are crucial for understanding how individuals with LDs can remain actively involved in community life. This research is essential to gaining a deeper understanding of the lived experiences of Canadians with LD.

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- Pham, M. T., Rajić, A., Greig, J. D., Sargeant, J. M., Papadopoulos, A., & McEwen, S. A. (2014). A scoping review of scoping reviews: Advancing the approach and enhancing the consistency. *Research Synthesis Methods*, 5(4), 371–385.
- Statistics Canada (2018). *Type of disability for persons with disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories*. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1310037601>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K., Colquhoun, H., Kastner, M., ... & Straus, S. E. (2016). A scoping review on the conduct and reporting of scoping reviews. *BMC Medical Research Methodology*, 16, 1–10. <https://doi.org/10.1186/s12874-016-0116-4>
- Waber, D. P. (2010). *Rethinking learning disabilities: Understanding children who struggle in school*. Guilford Press.

DECLARATION OF INTEREST

We have no conflict of interest to disclose. This work was supported by a Mitacs Business Strategy Internship grant awarded to the authors and the Learning Disabilities Association of Canada.

APPENDIX A

REFERENCES FOR ARTICLES INCLUDED IN THE SCOPING REVIEW

Journal of Learning Disabilities	Keywords
Al Dahhan, N. Z., Kirby, J. R., Brien, D. C., & Munoz, D. P. (2017). Eye movements and articulations during a letter naming speed task: Children with and without dyslexia. <i>Journal of Learning Disabilities, 50</i> (3), 275-285. https://doi.org/10.1177/0022219415618502	naming speed, phonological processing, orthography, dyslexia, eye movements, articulations
Alamargot, D., Morin, M. F., & Simard-Dupuis, E. (2020). Handwriting delay in dyslexia: Children at the end of primary school still make numerous short pauses when producing letters. <i>Journal of Learning Disabilities, 53</i> (3), 163-175. https://doi.org/10.1177/0022219420903705	children, dyslexia, handwriting, legibility, fluency, pauses, motor skills
Backenson, E. M., Holland, S. C., Kubas, H. A., Fitzer, K. R., Wilcox, G., Carmichael, J. A., Fraccaro, R. L., Smith, A. D., Macoun, S. J., Harrison, G. L., & Hale, J. B. (2015). Psychosocial and adaptive deficits associated with learning disability subtypes. <i>Journal of Learning Disabilities, 48</i> (5), 511-522. https://doi.org/10.1177/0022219413511861	identification, assessment, comorbidity, nonverbal learning disabilities
Bergey, B. W., Deacon, S. H., & Parrila, R. K. (2017). Metacognitive reading and study strategies and academic achievement of university students with and without a history of reading difficulties. <i>Journal of Learning Disabilities, 50</i> (1), 81-94. https://doi.org/10.1177/0022219415597020	adults, at risk/prevention, metacognition
Chevalier, T. M., Parrila, R., Ritchie, K. C., & Deacon, S. H. (2017). The role of metacognitive reading strategies, metacognitive study and learning strategies, and behavioral study and learning strategies in predicting academic success in students with and without a history of reading difficulties. <i>Journal of Learning Disabilities, 50</i> (1), 34-48. https://doi.org/10.1177/0022219415588850	reading difficulties, learning and study strategies, metacognitive reading strategies
Cronin, V. S. (2013). RAN and double-deficit theory. <i>Journal of Learning Disabilities, 46</i> (2), 182-190. https://doi.org/10.1177/0022219411413544	RAN, PA, longitudinal, double-deficit hypothesis, reading disability, reading development
Deacon, S. H., Cleave, P. L., Baylis, J., Fraser, J., Ingram, E., & Perlmutter, S. (2014). The representation of roots in the spelling of children with specific language impairment. <i>Journal of Learning Disabilities, 47</i> (1), 13-21. https://doi.org/10.1177/0022219413509965	morphology, spelling, specific language impairment

Journal of Learning Disabilities	Keywords
Etmanskie, J. M., Partanen, M., & Siegel, L. S. (2016). A longitudinal examination of the persistence of late emerging reading disabilities. <i>Journal of Learning Disabilities, 49</i> (1), 21–35. https://doi.org/10.1177/0022219414522706	reading disabilities, reading comprehension, late emerging, longitudinal, children
Farnia, F., & Geva, E. (2019). Late-emerging developmental language disorders in English-speaking monolinguals and English-language learners: A longitudinal perspective. <i>Journal of Learning Disabilities, 52</i> (6), 468-479. https://doi.org/10.1177/0022219419866645	disorders, language, identification/classification, English-language learners, second language learners
Fuller-Thomson, E., Carroll, S. Z., & Yang, W. (2018). Suicide attempts among individuals with specific learning disorders: An underrecognized issue. <i>Journal of Learning Disabilities, 51</i> (3), 283-292. https://doi.org/10.1177/0022219417714776	adverse childhood experiences, specific learning disorders, suicide attempts, Canadian Community Health Survey–Mental Health
Georgiou, G. K., & Das, J. P. (2015). University students with poor reading comprehension: The hidden cognitive processing deficit. <i>Journal of Learning Disabilities, 48</i> (5), 535-545. https://doi.org/10.1177/0022219413513924	reading comprehension, working memory, PASS theory, intelligence, reading difficulties
Geva, E., & Massey-Garrison, A. (2013). A comparison of the language skills of ELLs and monolinguals who are poor decoders, poor comprehenders, or normal readers. <i>Journal of Learning Disabilities, 46</i> (5), 387-401. https://doi.org/10.1177/0022219412466651	language and reading, ELLs, monolinguals
Gray, S. A., Fettes, P., Woltering, S., Mawjee, K., & Tannock, R. (2016). Symptom manifestation and impairments in college students with ADHD. <i>Journal of Learning Disabilities, 49</i> (6), 616-630. https://doi.org/10.1177/0022219415576523	college students, ADHD, academic impairment
Heath, N., Roberts, E., & Toste, J. R. (2013). Perceptions of academic performance: Positive illusions in adolescents with and without learning disabilities. <i>Journal of Learning Disabilities, 46</i> (5), 402-412. https://doi.org/10.1177/0022219411428807	positive illusions, self-perceptions, learning disabilities, adolescents, mathematics, spelling
Herbert, K. E. D., Massey-Garrison, A., & Geva, E. (2020). A developmental examination of narrative writing in EL and EL1 school children who are typical readers, poor decoders, or poor comprehenders. <i>Journal of Learning Disabilities, 53</i> (1), 36-47. https://doi.org/10.1177/0022219419881625	writing, English-language learners, second language learners, reading, disability

Journal of Learning Disabilities	Keywords
Ho, F., & Siegel, L. S. (2016). A study of the relationships among Chinese multicharacter words, subtypes of readers, and instructional methods. <i>Journal of Learning Disabilities, 49</i> (1), 97-110. https://doi.org/10.1177/0022219414529334	intervention, reading, cross-language aspects, dyslexia
Kershner, J. R. (2016). Forced-attention dichotic listening with university students with dyslexia: Search for a core deficit. <i>Journal of Learning Disabilities, 49</i> (3), 282-292. https://doi.org/10.1177/0022219414547222	dichotic listening, laterality, dyslexia, priming, cognitive control
Klassen, R. M., Tze, V. M. C., & Hannok, W. (2013). Internalizing problems of adults with learning disabilities: A meta-analysis. <i>Journal of Learning Disabilities, 46</i> (4), 317-327. https://doi.org/10.1177/0022219411422260	learning disabilities, adults, meta-analysis, anxiety, depression, internalizing problems
Kruk, R. S., & Luther Ruban, C. (2018). Beyond phonology: Visual processes predict alphanumeric and nonalphanumeric rapid naming in poor early readers. <i>Journal of Learning Disabilities, 51</i> (1), 18-31. https://doi.org/10.1177/0022219416678406	rapid naming development, speeded and nonspeeded visual processes, poor early readers
Lafay, A., St-Pierre, M.-C., & Macoir, J. (2017). The mental number line in dyscalculia: Impaired number sense or access from symbolic numbers? <i>Journal of Learning Disabilities, 50</i> (6), 672–683. https://doi.org/10.1177/0022219416640783	dyscalculia, number line, estimation, number line acuity, nonsymbolic numerosities, symbolic numbers
Li, M., Georgiou, G., Kirby, J. R., Frijters, J. C., Zhao, W., & Wang, T. (2023). Reading fluency in Chinese children with reading disabilities and/or ADHD: A key role for morphology. <i>Journal of Learning Disabilities, 56</i> (6), 467-482. https://doi.org/10.1177/00222194221131569	ADHD, Chinese, comorbid ADHD and RD, morphology, RD, triangle model of reading
Li, M., Kirby, J. R., Geva, E., Koh, P. W., & Zhang, H. (2022). Profiles of poor decoders, poor comprehenders, and typically developing readers in adolescents learning English as a second language. <i>Journal of Learning Disabilities, 55</i> (4), 306-324. https://doi.org/10.1177/00222194211023200	Chinese adolescents, English as a second language, poor comprehenders, poor decoders, typically developing readers
Ludwig, C., Guo, K., & Georgiou, G. K. (2019). Are reading interventions for English language learners effective? A meta-analysis. <i>Journal of Learning Disabilities, 52</i> (3), 220-231. https://doi.org/10.1177/0022219419825855	English language learners, reading, meta-analysis, intervention
MacKinnon McQuarrie, M. A., Siegel, L. S., Perry, N. E., & Weinberg, J. (2014). Reactivity to stress and the cognitive components of math disability in grade 1 children. <i>Journal of Learning Disabilities, 47</i> (4), 349–365. https://doi.org/10.1177/0022219412463436	math disability, working memory, processing speed, children, reactivity to stress, cortisol

Journal of Learning Disabilities	Keywords
Martin, R. B., Cirino, P. T., Barnes, M. A., Ewing-Cobbs, L., Fuchs, L. S., Stuebing, K. K., & Fletcher, J. M. (2013). Prediction and stability of mathematics skill and difficulty. <i>Journal of Learning Disabilities, 46</i> (5), 428-443. https://doi.org/10.1177/0022219411436214	math difficulty, reliable change, stability
Mascheretti, S., Marino, C., Simone, D., Quadrelli, E., Riva, V., Cellino, M. R., Maziade, M., Brombin, C., & Battaglia, M. (2015). Putative risk factors in developmental dyslexia: A case-control study of Italian children. <i>Journal of Learning Disabilities, 48</i> (2), 120-129. https://doi.org/10.1177/0022219413492853	developmental dyslexia, multifactorial liability, putative risk factors, case-control study
O'Connor, M., Geva, E., & Koh, P. W. (2019). Examining reading comprehension profiles of grade 5 monolinguals and English language learners through the lexical quality hypothesis lens. <i>Journal of Learning Disabilities, 52</i> (3), 232-246. https://doi.org/10.1177/0022219418815646	lexical quality hypothesis, English language learners (ELLs), reading comprehension
Price, K. M., Wigg, K. G., Misener, V. L., Clarke, A., Yeung, N., Blokland, K., Wilkinson, M., Kerr, E. N., Guger, S. L., Lovett, M. W., & Barr, C. L. (2022). Language difficulties in school-age children with developmental dyslexia. <i>Journal of Learning Disabilities, 55</i> (3), 200-212. https://doi.org/10.1177/00222194211006207	dyslexia, reading disabilities, early language delay, expressive/receptive language difficulties
Protopapas, A., Parrila, R., & Simos, P. G. (2016). In search of Matthew Effects in reading. <i>Journal of Learning Disabilities, 49</i> (5), 499-514. https://doi.org/10.1177/0022219414559974	methodological issues, reading, longitudinal, research method
Ramirez, G., Walton, P., & Roberts, W. (2014). Morphological awareness and vocabulary development among kindergartners with different ability levels. <i>Journal of Learning Disabilities, 47</i> (1), 54-64. https://doi.org/10.1177/0022219413509970	morphological awareness, vocabulary, intervention, kindergartners, disadvantaged learners
Robertson, E. K., Joannis, M. F., Desroches, A. S., & Terry, A. (2013). Past-tense morphology and phonological deficits in children with dyslexia and children with language impairment. <i>Journal of Learning Disabilities, 46</i> (3), 230-240. https://doi.org/10.1177/0022219412449430	past-tense morphology, phonology, dyslexia, language impairment
Shany, M., Wiener, J., & Assido, M. (2013). Friendship predictors of global self-worth and domain-specific self-concepts in university students with and without learning disability. <i>Journal of Learning Disabilities, 46</i> (5), 444-452. https://doi.org/10.1177/0022219412436977	adults, learning disabilities, self-perception

Journal of Learning Disabilities	Keywords
Sideridis, G. D., Simos, P., Mouzaki, A., Stamovlasis, D., & Georgiou, G. K. (2019). Can the relationship between rapid automatized naming and word reading be explained by a catastrophe? Empirical evidence from students with and without reading difficulties. <i>Journal of Learning Disabilities, 52</i> (1), 59-70. https://doi.org/10.1177/0022219418775112	word-pseudoword decoding, rapid automatized naming, catastrophe theory, cusp, bifurcation, reading disabilities, reading disabilities
Stack-Cutler, H. L., Parrila, R. K., & Torppa, M. (2015). Using a multidimensional measure of resilience to explain life satisfaction and academic achievement of adults with reading difficulties. <i>Journal of Learning Disabilities, 48</i> (6), 646-657. https://doi.org/10.1177/0022219414522705	resilience, reading difficulties, life satisfaction
Stack-Cutler, H. L., Parrila, R. K., Jokisaari, M., & Nurmi, J. E. (2015). How university students with reading difficulties are supported in achieving their goals. <i>Journal of Learning Disabilities, 48</i> (3), 323-334. https://doi.org/10.1177/0022219413505773	reading difficulties, social capital, goal achievement
Tannock, R. (2013). Rethinking ADHD and LD in DSM-5: Proposed changes in diagnostic criteria. <i>Journal of Learning Disabilities, 46</i> (1), 5-25. https://doi.org/10.1177/0022219412464341	attention-deficit/hyperactivity disorder, specific learning disabilities, DSM-5, diagnostic criteria
Tannock, R., Frijters, J. C., Martinussen, R., White, E. J., Ickowicz, A., Benson, N. J., & Lovett, M. W. (2018). Combined modality intervention for ADHD with comorbid reading disorders: A proof of concept study. <i>Journal of Learning Disabilities, 51</i> (1), 55-72. https://doi.org/10.1177/0022219416678409	attention-deficit/hyperactivity disorder, reading disorder, dyslexia, methylphenidate, remediation
Tong, X., Deacon, S. H., & Cain, K. (2014). Morphological and syntactic awareness in poor comprehenders: Another piece of the puzzle. <i>Journal of Learning Disabilities, 47</i> (1), 22-33. https://doi.org/10.1177/0022219413509971	metalinguistic awareness, morphological awareness, syntactic awareness, reading comprehension, poor comprehenders
Wiener, J., & Daniels, L. (2016). School experiences of adolescents with attention-deficit/hyperactivity disorder. <i>Journal of Learning Disabilities, 49</i> (6), 567-581. https://doi.org/10.1177/0022219415576973	high school, age, attention-deficit/hyperactivity disorder (ADHD), teacher-child interaction

International Journal for Research in Learning Disabilities (IJRLD)	Keywords
Peddigrew, E., McNamara, J., Andrews, N. C., & Sendzik-Sinclair, S. (2022). Transitioning to postsecondary education with a learning disability: Identifying similarities and gaps between first-hand experiences and university transition programs. <i>International Journal for Research in Learning Disabilities</i> . https://doi.org/10.28987/ijrld.5.2.55	Learning disabilities, transition, postsecondary education, university
Siegel, L. (2019). Solving the problem of learning disabilities. <i>International Journal of Research on Learning Disabilities</i> , 4(1), 3-11. https://doi.org/10.28987/ijrld.4.1.3	Not listed
Siegel, L. S., Hurford, D. P., Metsala, J., & Odegard, T. N. (2022). The demise of the discrepancy definition of dyslexia: Commentary on Snowling, Hulme, and Nation. <i>International Journal for Research in Learning Disabilities</i> , 5(2), 49-54. https://doi.org/10.28987/ijrld.5.2.49	Dyslexia, IQ, assessment, dyslexia definition, discrepancy definition
Stebbins, J. A., & Kline, E. (2020). Academic and cognitive remediation for students with learning disabilities: A comparison between Orton Gillingham and NILD educational therapy. <i>International Journal for Research in Learning Disabilities</i> , 4(2), 15-34. https://doi.org/10.28987/ijrld.4.2.15	learning disabilities, cognitive remediation, reading remediation, Orton-Gillingham, NILD, neuroplasticity
Tannock, R. (2013). Specific learning disabilities in DSM-5: Are the changes for better or worse? <i>The International Journal for Research in Learning Disabilities</i> , 1(2), 2-30.	Not listed

Learning Disabilities: A Contemporary Journal (LDCJ)	Keywords
Daniels, L. M., Goegan, L. D., & Parker, P. C. (2023). The role of fairness and basic psychological needs in understanding dyslexic students' emotions in classroom assessment. <i>Learning Disabilities: A Contemporary Journal, 21(2)</i> , 159-176.	learning disabilities, dyslexia, student wellbeing, psychological needs
Goegan, L. D., & Harrison, G. L. (2017). The effects of extended time on writing performance. <i>Learning Disabilities: A Contemporary Journal, 15(2)</i> , 209-224.	learning disabilities, university, writing, accommodations, extended time
Goegan, L. D., Radil, A. I., & Daniels, L. M. (2018). Accessibility in questionnaire research: Integrating universal design to increase the participation of individuals with learning disabilities. <i>Learning Disabilities a Contemporary Journal, 16(2)</i> , 177-190.	disabilities, learning disabilities, universal design, accommodations, research methods, questionnaires
Iznardo, M., Ryan, J., Rogers, M., McKibbin, S., Piers, L., & Hogan, T. (2023). Examining resiliency in children with learning disabilities and co-occurring ADHD symptoms: The protective role of a close teacher-student relationship. <i>Learning Disabilities a Contemporary Journal, 21(1)</i> , 1-16.	learning disabilities, ADHD, teacher-student relationship, resiliency
Lawrence, B. C., Harrison, G. L., & Milford, T. M. (2019). Effects of positive parenting on mental health in adolescents with learning disabilities. <i>Learning Disabilities a Contemporary Journal, 17(2)</i> , 223-244.	mental health problems, adolescents, learning disabilities, parenting, path analyses
Stegemann, K. C., & Grunke, M. (2014). Revisiting an old methodology for teaching counting, computation, and place value: The effectiveness of the finger calculation method for at-risk children. <i>Learning Disabilities a Contemporary Journal, 12(2)</i> , 191-213.	dyscalculia, math learning-disabled, finger representation, finger calculation, math interventions
Stegemann, K. C., & Jaciw, A. P. (2018). Making it logical: Implementation of inclusive education using a logic model framework. <i>Learning Disabilities a Contemporary Journal, 16(1)</i> , 3-18.	inclusion, logic model, special education

Learning Disabilities: Research and Practice (LDRP)	Keywords
Goegan, L. D., & Daniels, L. M. (2022). Online learning for students with learning disabilities and their typical peers: The association between basic psychological needs and outcomes. <i>Learning Disabilities Research and Practice</i> , 37(2), 140-150. https://doi.org/10.1111/ldrp.12277	online learning, COVID-19 pandemic, learning disability, basic psychological needs, postsecondary students, self-efficacy, fatigue, and burnout, BPN satisfaction and frustration
Goegan, L. D., & Daniels, L. M. (2020). Students with LD at postsecondary: Supporting success and the role of student characteristics and integration. <i>Learning Disabilities Research & Practice</i> , 35(1), 45-56. https://doi.org/10.1111/ldrp.12212	postsecondary education, Inputs-Environment-Outcomes model of Astin, structural equation modeling, academic integration, satisfaction, social integration, support
Morris, J., Buchanan, T., Arnold, J., Czerkowski, T., & Congram, B. (2023). The impact of gender, accommodations, and disability on the academic performance of Canadian university students with LD and/or ADHD. <i>Learning Disabilities Research and Practice</i> , 38(4), 296-310. https://doi.org/10.1111/ldrp.12324	academic accommodations, postsecondary institutions, learning disabilities, ADHD, gender gap, academic performance, academic strategies, assistive technologies
Stack-Cutler, H. L., Parrila, R. K., & Torppa, M. (2016). University students with reading difficulties: Do perceived supports and comorbid difficulties predict well-being and GPA?. <i>Learning Disabilities Research & Practice</i> , 31(1) 45-55. https://doi.org/10.1111/ldrp.12092	social support, academic achievement, comorbid difficulties, life satisfaction, reading difficulty, community support, mediation model.
Willoughby, D., & Evans, M. A. (2019). Self-processes of acceptance, compassion, and regulation of learning in university students with learning disabilities and/or ADHD. <i>Learning Disabilities Research and Practice</i> , 34(4), 175-184. https://doi.org/10.1111/ldrp.12209	learning disability, ADHD, university students, self-acceptance, self-compassion, self-regulated learning, social-emotional

Learning Disability Quarterly (LDQ)	Keywords
Deng, M., Cai, D., Zhou, X., & Leung, A. W. S. (2022). Executive function and planning features of students with different types of learning difficulties in Chinese junior middle school. <i>Learning Disability Quarterly</i> , 45(2), 134-143. https://doi.org/10.1177/0731948720929006	learning difficulties, executive functions, planning
Goegan, L. D., Le, L., & Daniels, L. M. (2023). Online learning is a rollercoaster: Postsecondary students with learning disabilities navigate the COVID-19 pandemic. <i>Learning Disability Quarterly</i> , 46(3), 166-179. https://doi.org/10.1177/07319487221090912	learning disabilities, postsecondary education, undergraduate, online learning, COVID-19, phenomenology
Lafay, A., Osana, H. P., & Levin, J. R. (2023). Does conceptual transparency in manipulatives afford place-value understanding in children at risk for mathematics learning disabilities? <i>Learning Disability Quarterly</i> , 46(2), 92-105. https://doi.org/10.1177/07319487221124088	place value, manipulatives, affordance, mathematics learning disabilities, conceptual transparency
McBreen, M., & Savage, R. (2022). The impact of a cognitive and motivational reading intervention on the reading achievement and motivation of students at-risk for reading difficulties. <i>Learning Disability Quarterly</i> , 45(3), 199-211. https://doi.org/10.1177/0731948720958128	reading motivation, reading performance, motivational instruction
Mercer, S. H., Keller-Margulis, M. A., Faith, E. L., Reid, E. K., & Ochs, S. (2019). The potential for automated text evaluation to improve the technical adequacy of written expression curriculum-based measurement. <i>Learning Disability Quarterly</i> , 42(2), 117-128. https://doi.org/10.1177/0731948718803296	curriculum-based measurement, writing, automated text evaluation, validity, universal screening, progress monitoring

Annals of Dyslexia (AD)	Keywords
Al Dahhan, N. A., Georgiou, G. K., Hung, R., Munoz, D., Parrila, R., & Kirby, J. R. (2014). Eye movements of university students with and without reading difficulties during naming speed tasks. <i>Annals of Dyslexia</i> , 64(2), 137-150. https://doi.org/10.1007/s11881-013-0090-z	adults, dyslexia, eye movements, rapid automatized naming, reading fluency
Elgendi, M. M., Stewart, S. H., MacKay, E. J., & Deacon, S. H. (2021). Two aspects of psychological functioning in undergraduates with a history of reading difficulties: Anxiety and self-efficacy. <i>Annals of Dyslexia</i> , 71, 84-102. https://doi.org/10.1007/s11881-021-00223-3	anxiety, history of reading difficulties, self-efficacy, university students
Georgiou, G. K., Ghazvani, R., & Parrila, R. (2018). Are RAN deficits in university students with dyslexia due to defective lexical access, impaired anchoring, or slow articulation? <i>Annals of Dyslexia</i> , 68(2), 85-103. https://doi.org/10.1007/s11881-018-0156-z	adults, cascaded processing hypothesis, dyslexia, lexical access, perceptual anchoring theory, rapid automatized naming
Georgiou, G. K., Martinez, D., Vieira, A. P. A., Antoniuk, A., Romero, S., & Guo, K. (2022). A meta-analytic review of comprehension deficits in students with dyslexia. <i>Annals of Dyslexia</i> 72, 204-248. https://doi.org/10.1007/s11881-021-00244-y	comprehension, dyslexia, meta-analysis, orthographic consistency, reading, writing system
Georgiou, G. K., Martinez, D., Vieira, A. P. A., & Guo, K. (2021). Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis. <i>Annals of Dyslexia</i> 71, 5-27. https://doi.org/10.1007/s11881-021-00220-6	dyslexia, meta-analysis, orthographic knowledge, surface dyslexia, writing system
Hebert, M., Zhang, X., & Parrila, R. (2018). Examining reading comprehension text and question answering time differences in university students with and without a history of reading difficulties. <i>Annals of Dyslexia</i> , 68(1), 15-24. https://doi.org/10.1007/s11881-017-0153-7	reading comprehension, reading difficulties, reading rate, university students
Krenca, K., Gottardo, A., Geva, E., & Chen, X. (2020). English phonological specificity predicts early French reading difficulty in emerging bilingual children. <i>Annals of Dyslexia</i> , 70, 27-42. https://doi.org/10.1007/s11881-019-00188-4	dynamic assessment, early identification, French immersion, lexical specificity, linguistic transfer, phonological awareness, reading disabilities
Li, M., Chan, J., & Kirby, J. R. (2023). The summary writing performance of bilingual learners with reading difficulties. <i>Annals of Dyslexia</i> , 73, 109-129. https://doi.org/10.1007/s11881-022-00258-0	bilingual students, reading difficulties, summary writing
Li, M., Geva, E., D'Angelo, N., Koh, P. W, Chen, X. & Gottardo, A. (2021). Exploring sources of poor reading comprehension in English language learners. <i>Annals of Dyslexia</i> , 71, 299-321. https://doi.org/10.1007/s11881-021-00214-4	English language learners, poor comprehenders, reading comprehension difficulties

Annals of Dyslexia (AD)	Keywords
MacKay, E., Chen, X., & Deacon, S. H. (2023). Longitudinal predictors of French word reading difficulties among French immersion children. <i>Annals of Dyslexia</i> , 73(1), 73-89. https://doi.org/10.1007/s11881-022-00275-z	at-risk reader, bilingualism, dyslexia, French Immersion, longitudinal
MacKay, E., Deacon, S., Elgendi, M. M., & Stewart, S. H. (2022). Drinking among university students with a history of reading difficulties: Motivational and personality risk factors for hazardous levels of consumption. <i>Annals of Dyslexia</i> , 72, 487-508. https://doi.org/10.1007/s11881-022-00266-0	conformity drinking, drinking motives, enhancement drinking, history of reading difficulties, impulsivity, substance abuse, university experience
Martinussen, R., Ferrari, J., Aitken, M., & Willows, D. (2015). Pre-service teachers' knowledge of phonemic awareness: Relationship to perceived knowledge, self-efficacy beliefs, and exposure to a multimedia-enhanced lecture. <i>Annals of Dyslexia</i> , 65, 142-158. https://doi.org/10.1007/s11881-015-0104-0	efficacy, instruction, multimedia, phonemic awareness, teacher preparation
Parrila, R., Dudley, D., Song, S., & Georgiou, G. (2020). A meta-analysis of reading-level match dyslexia studies in consistent alphabetic orthographies. <i>Annals of Dyslexia</i> , 70, 1-26. https://doi.org/10.1007/s11881-019-00187-5	consistent orthographies, developmental dyslexia, meta-analysis, reading-level match design
Purvis, C. J., McNeill, B. C. & Everatt, J. (2016). Enhancing the metalinguistic abilities of pre-service teachers via coursework targeting language structure knowledge. <i>Annals of Dyslexia</i> , 66, 55-70. https://doi.org/10.1007/s11881-015-0108-9	metalinguistic ability, reading instruction, response to intervention, teacher education, teacher knowledge
Rosenberg, L., & Kruk, R. S. (2022). Coarse or fine? Grain size and morpho-orthographic segmentation in struggling readers. <i>Annals of Dyslexia</i> , 72, 28-55. https://doi.org/10.1007/s11881-021-00240-2	developmental differences, morpho-orthographic segmentation, primed lexical decision, struggling readers
Rosenblitt, J. A., & Siegel, L. S. (2020). E. E. Cummings and dyslexia. <i>Annals of Dyslexia</i> , 70, 369-378 https://doi.org/10.1007/s11881-020-00206-w	dyslexia, E.E. Cummings, poetry
Shakory, S., Krenca, K., Marinova-Todd, S. H. & Chen, X. (2023). A 3-year longitudinal investigation of the overlap and stability of English and French word reading difficulties in French immersion children. <i>Annals of Dyslexia</i> , 73, 53–72. https://doi.org/10.1007/s11881-022-00265-1	bilingual children, French immersion, overlap, stability, struggling readers, word reading
Tibi, S., Edwards, A. A., Schatschneider, C., & Kirby J. R. (2020). Predicting Arabic word reading: A cross-classified generalized random-effects analysis showing the critical role of morphology. <i>Annals of Dyslexia</i> , 70, 200–219. https://doi.org/10.1007/s11881-020-00193-y	Arabic, cross-classified generalized random-effects, morphemes, morphological awareness, reading

Annals of Dyslexia (AD)	Keywords
Torppa, M., Georgiou, G. K., Niemi, P., Lerkkanen, M. K., & Poikkeus, A. M. (2017). The precursors of double dissociation between reading and spelling in a transparent orthography. <i>Annals of Dyslexia</i> , 67, 42–62. https://doi.org/10.1007/s11881-016-0131-5	cognitive skills, home literacy environment, reading difficulty, spelling difficulty, task avoidance
Washburn, E. K., Binks-Cantrell, E. S., Joshi, R. M., Martin-Chang, S., & Arrow, A. (2015). Preservice teacher knowledge of basic language constructs in Canada, England, New Zealand, and the USA. <i>Annals of Dyslexia</i> , 66, 7–26 (2016). https://doi.org/10.1007/s11881-015-0115-x	language, literacy, teacher education, teacher knowledge

Dyslexia (D)	Keywords
Berthiaume, R., & Daigle, D. (2014). Are dyslexic children sensitive to the morphological structure of words when they read? The case of dyslexic readers of French. <i>Dyslexia</i> , 20(3), 241–260. https://doi.org/10.1002/dys.1476	morphology, reading, dyslexia
Cheema, K., Fleming, C., Craig, J., Hodgetts, W. E., & Cummine, J. (2023). Reading and spelling profiles of adult poor readers: Phonological, orthographic and morphological considerations. <i>Dyslexia</i> , 29(2), 58–77. https://doi.org/10.1002/dys.1731	adults with dyslexia, morphological awareness, phonological awareness, reading, spelling
Daigle, D., Costerg, A., Plisson, A., Ruberto, N., & Varin, J. (2016). Spelling errors in French-speaking children with dyslexia: Phonology may not provide the best evidence. <i>Dyslexia</i> , 22(2), 137–157. https://doi.org/10.1002/dys.1524	dyslexia, spelling ability, phonological errors, visual-orthographic errors
Giraldo-Chica M., & Schneider K. A. (2018). Hemispheric asymmetries in the orientation and location of the lateral geniculate nucleus in dyslexia. <i>Dyslexia</i> , 24, 197–203. https://doi.org/10.1002/dys.1580	dyslexia, hemispheric asymmetry, lateral geniculate nucleus
Harrison, A. G., & Stewart, M. (2019). Diagnostic implications of the double deficit model for young adolescents with dyslexia. <i>Dyslexia</i> , 25(4), 345–359. https://doi.org/10.1002/dys.1638	adolescents, double deficit, dyslexia, naming speed
Koh, P. W., Shakory, S., Chen, X., & Deacon, S. H. (2017). Morphology and spelling in French: A comparison of at-risk readers and typically developing children. <i>Dyslexia</i> , 23, 406–427. https://doi.org/10.1002/dys.1565	morphological awareness, French spelling, at-risk readers, French as an additional language
MacKay, E. J., Larcohe, A., Parrila, R., & Deacon, S. H. (2019). A beginning exploration of text generation abilities in university students with a history of reading difficulties. <i>Dyslexia</i> , 25, 207–218. https://doi.org/10.1002/dys.1610	Proofreading, spelling, students with a self-reported history of reading difficulties, text generation
Metsala, J. L., & David, M. D. (2022). Improving English reading fluency and comprehension for children with reading fluency disabilities. <i>Dyslexia</i> , 28(1), 79–96. https://doi.org/10.1002/dys.1695	dyslexia, fluency interventions, reading disabilities, reading fluency, reading remediation
Parrila, R., Georgiou, G. K., & Papadopoulos, T. C. (2020). Dyslexia in a consistent orthography: Evidence from reading-level match design. <i>Dyslexia</i> , 26, 343–358. https://doi.org/10.1002/dys.1650	consistent orthography, dyslexia, Greek, orthographic processing, phonological awareness, rapid naming, reading-level match design
Partanen, M., Kim, D. H. C., Rauscher, A., Siegel, L. S., & Giaschi, D. E. (2021). White matter but not grey matter predicts change in reading skills after intervention. <i>Dyslexia</i> , 27(2), 224–244. https://doi.org/10.1002/dys.1668	diffusion tensor imaging, dyslexia, longitudinal, magnetic resonance imaging, reading intervention

Dyslexia (D)	Keywords
Partanen, M., Siegel, L. S., & Giaschi, D. E. (2019). Longitudinal outcomes of an individualized and intensive reading intervention for third grade students. <i>Dyslexia</i> , 25(3), 227-245. https://doi.org/10.1002/dys.1616	dyslexia, individualized instruction, intensive intervention, reading disability, response to intervention
Pedersen, H. F., Fusaroli, R., Lauridsen, L. L., & Parrila, R. (2016) Reading processes of university students with dyslexia – An examination of the relationship between oral reading and reading comprehension. <i>Dyslexia</i> , 22, 305-321. https://doi.org/10.1002/dys.1542 .	compensated dyslexics, oral reading, reading comprehension, reading errors, self-correction, reading process
Plisson, A., Daigle, D., & Montésinos-Gelet, I. (2013), The spelling skills of French-speaking dyslexic children. <i>Dyslexia</i> , 19, 76-91. https://doi.org/10.1002/dys.1454	dyslexia, spelling, orthographical knowledge, French language, errors analysis
Pollitt S., & Harrison G. (2021). Does CBM maze assess reading comprehension in 8–9-year olds at-risk for dyslexia? <i>Dyslexia</i> , 27, 265–274. https://doi.org/10.1002/dys.1679	CBM-maze, curriculum-based measures, reading comprehension assessment, simple view of reading.
Stark, Z., Franzen, L., & Johnson, A. P. (2022). Insights from a dyslexia simulation font: Can we simulate reading struggles of individuals with dyslexia? <i>Dyslexia</i> , 28(2), 228–243. https://doi.org/10.1002/dys.1704	adult, dyslexia, dyslexia simulation, eye movements, reading, type font