BAR-ILAN UNIVERSITY   FACULTY OF SOCIAL SCIENCE

SCHOOL OF EDUCATION

CURRICULUM VITAE

Rachel Schiff

PERSONAL INFORMATION

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EDUCATION

Year	Degree	Institution
1979	B.A.	Bar-Ilan University
1991	M.A	Bar-Ilan University (cum laude)
1998	Ph.D.	Bar-Ilan University

ACADEMIC AFFILATIONS/APPOINTMENTS

Year	Appointment	(Work Percentage)
1989-1990	Course Instructor, Tzemach, an Affiliate Branch of Bar-Ilan University	100
1994-1998	Teaching Assistant, School of Education, Bar-Ilan University	100
1998-2003	Doctor Instructor, Instructor, School of Education, Bar-Ilan University	100
2003-2006	Lecturer, School of Education, Bar-Ilan University	100
2006-2012	Senior Lecturer, School of Education, Bar-Ilan University – Tenure	100
2012 - 2017	Associate Professor, School of Education, Bar Ilan University	100
2017	Full Professor, School of Education, Bar Ilan University	100

PROFESSIONAL FUNCTIONS:

(Memberships/Editorial Activities/ Reviewer for Journals)

Year	
Membership in Academic Organizations	
2004-2009	Vice President of the International Association for Cognitive Education and Psychology (I.A.C.E.P.)
2005–	Member of the Executive Board of Language & Literacy committee in Israel
2006 –	Fellow of the International Academy for Research in Learning Disabilities (IARLD)
2011 -	Voting Member, The Society for the Scientific Studies of Reading
2011 - 2014	Chair, The Israel Association for Literacy and Language
2017 -	Editorial Board Member, Reading and Writing
2017 -	Associate Editor, Written Language and Literacy
2020-	Editorial board, Research in Developmental Disabilities
2022 -	A member of the tenure track promotion committee at Bar Ilan University
2022 -	A member of the senate at Bar Ilan University
2022 -	Vice Dean – Faculty of Education, Bar Ilan University
2022 -	Coordinator and Head of International Relations Committee for the Faculty of Education
2022 -	Coordinator and Head of Research Committee for the Faculty of Education
Membership in Professional Committees	
2006 - 2016	Member of the Malag (The Council for Higher Education) committee for the approval of Open University's B.A. program in Learning Disabilities
2006 - 2016	Member of the Malag (The Council for Higher Education) committee for the approval of Teacher Colleges' B.Ed. programs in various colleges in Israel

2008 - 2015	Member of Bar Ilan's School of Education committee of president's scholarship for excellent Ph.D. students
2010 – 2013	Head of Advisory Committee on Learning Disabilities for the National Committee Determining the Criteria Required of Certified LD Diagnostician at the Institutes for Higher Education
2011 - 2015	Member of the Malag (The Council for Higher Education) committee for the approval of the program in Learning Disabilities at the Multidisciplinary College in Sach'nin, and the M.A. program in Learning Disabilities at Emuna College.
2011 - 2012	Member at a "think-tank" for developing diagnosis and treatment procedures for students with learning disabilities, initiated by Prof. Miri Faust, Vice Rector at Bar-Ilan University.
2012- 2015	Chair, 3 MALAG committees examining the request by the Multidisciplinary College in Sach'nin, Emuna College and the Arab College in Haifa to set up an MA program in Learning Disabilities.
2018-	Representative of Bar-Ilan University in the Knesset Committee for Learning Disabilities
2018-	Member of the MALG Committee examining the request by the Western Galilee Academic College to set up a BA program in Learning Disabilities
2019-	Azrieli fellowship commitee for excellent PhD students in education
2022-	Member of an Expert Comittee on attention deficit hyperactivity disorder, Ministry of Education
2019-	An academic consultant for the Reading Fluency Intervention Program, Ministry of Education
Academic positions	
1993-	Acting Director, Haddad Center for Research in Dyslexia and Reading Disorders
1998-2009	Coordinator of Bar-Ilan Education Department diploma granting program training special education diagnosticians
2001- 2009	Special program for Bar-Ilan LD undergraduates to diagnose and assess their learning needs and help them fulfill their EFL requirement
2009 –	Head and initiator of Learning Disability Studies for MA degree, School of Education, Bar-Ilan University
2010-	

	Organization of yearly courses for remedial teaching for elementary, intermediate and high school teachers, "Matach" The Center for Educational Technology
2012	Academic consultant, Learning Disabilities Studies, Ashkelon Academic College

Educational Activities and Intervention Programs

1998- 2003	Development of a computerized assessment program for language learning and reading disabilities
1998- 2008	Hebrew language matriculation examination preparatory course for learning disabled students
1998-	"First Step" intervention program for first grade. The program provides a tool for school administrators and classroom teachers to accurately assess classroom teaching and focus on the goals and objectives of the class as a whole and the students as individuals (Sponsored by the Ministry of Education)
1998- 2003	Development of normative diagnostic tests in Hebrew for learning disabled students at various levels, including word reading (vowelized and unvowelized), phonological awareness, morphological awareness, morpho-syntax, and reading comprehension
1998- 2003	Development of instructional program for teachers aimed at the prevention of reading difficulties among students in first and second grades, and remedial instruction for LD students. The program is regional and operates in Or-Yehuda, Ra'anana, Tel aviv, Netanya, Bat Yam and Hod-HaSharon schools.
2008- 2013	Development of executive function, cognitive abilities and metalinguistic skills in kindergarten children from LSES background.
2009- 2013	Preparation for first grade diagnostic tests for linguistic (phonological and morphological awareness), academic (invented spelling, word recognition, listening comprehension), and oral production (story retelling, picture sequence writing) skills.
2010- 2014	Development of executive function, cognitive abilities and metalinguistic skills in kindergarten children with SLI.
2011-	Instructional program for 3rd and 4th graders from LSES background aimed at developing reading comprehension strategies from the word, sentence and paragraph levels to text structure as well as cognitive, metacognitive and executive function abilities. The program is regional and operates in Or-Yehuda.
2013-	Intervention program for 4th to 6th graders from LSES background using subject-specific writing pedagogy with emphasis on form and content-based characteristics.
2016-	Intervention program for Junior high school students with LSES background with a special focus on reading comprehension and writing abilities.
2018-	Intervention program for Arabic-speaking kindergarten children with a special focus on language, cognitive abilities and executive functions.

Scientific Journal Ad Hoc Reviewer:
International journals:
Annals of Dyslexia
Applied Linguistics
Applied Psycholinguistics
Child Neuropsychology
Early Childhood Research Quarterly
Educational Research Review
First Language
Frontiers in Psychology
Infant and Child Development
Journal of Clinical and Experimental Neuropsychology
Journal of Disability, Development and Education (IJDDE)
Journal of Psycholinguistics
Journal of Reading
Journal of Research in Reading
Language Learning
Learning and Individual Differences
Memory and Cognition
Reading Research Quarterly
Reading & Writing: An Interdisciplinary Journal
Scientific Studies of Reading
Writing systems Research
Israeli journals:
Megamot [in Hebrew]
Language and Literacy

AWARDS/GRANT/HONORS RECEIVED

Year	
1992	Haddad Center Scholarship in recognition for research and service in Special Education
1994	Bar Ilan University scholarship for Ph.D. studies Israel Association of Research Grants Grant for Ph.D. candidates
1995	Bar Ilan University Lunenfeld Award for Academic Excellence and Service in the field of Special Education
1996	Bar Ilan University Rector Award for Academic Excellence in Ph.D. studies Bar Ilan University Education Department Award for Academic Excellence
1999	Outstanding Director Award from the Ministry of Education for directorship of the Haddad Center and its contribution to Israeli Education
1994	Ford Foundation grant (150,000 NIS)
2003	Ministry of Education grant for a national first grade reading program with Dr. Neta Revhon (100,00 NIS)
2004-2005	National Insurance Institute of Israel (HaMosad Lebituach Leumi) with Dr. Y. Weiss & Dr. H. Lifschitz, a research grant: A comparative study of two reading programs for Haredi dyslexic students. (150,00 NIS)
2004-2005	ISF (Israel Science Foundation) with Dr. Michal Raveh, two year research grant: A comparative study of the relationship between morphological priming and morphological awareness for normal and poor readers. (128,000 NIS/year)
2008 - 2011	ISF (Israel Science Foundation) with Prof. Dorit Ravid, two year research grant: Acquisition and processing of adjective agreement in Hebrew: A psycholinguistic study of dyslexic and typically developing populations (345,000 NIS)
2010-2012	Ministry of Education with Prof. Dorit Ravid, one year research grant: Spelling acquisition of root letters among elementary school children with developmental dyslexia compared with their normally reading peers. (80,000 NIS)
2012-2016	ISF (Israel Science Foundation) with Prof. Eli Vakil, three year research grant: Specific Procedural Learning Difficulties among individuals with Developmental Dyslexia: The effects of modality and nature of stimuli (450,000 NIS)

2012-2015	Ministry of Education with Prof. Elinor Saiegh-Haddad, two year research grant: The effect of Diglossia on the development of phonological and morphological awareness and reading ability in vowelized and unvowelized Arab orthography: A comparison between high and low socio-economic statuses. (200,000 NIS)
2017-2018	Ministry of Education with Prof. Elinor Saiegh-Haddad, three-year research grant: An intervention study for promoting literacy among Arabic-speaking kindergarten children in Israel (1,000,000 NIS)
2018-2019	Ministry of Education with Dr. Shani Levy Shimon, A Psychpedagogical intervention for Hebrew speaking children with reading disabilities (200,000 NIS)
2020	Israel Innovation Authority, Integrating artificial intelligence in motoric cognitive diagnosis: A development of a learning system (870,000 NIS)
2021	Ministry of Education with Prof. Elinor Saiegh-Haddad: Examining the gaps among elementary school Arab students during the Covid-19 pandemic (250,000 NIS)
2022	Ministry of Education with Dr. Shany Levi-Shimon: The influence of an EF-based language interevention on literacy, language and cognitive achievements of 3rd grade struggling readers from low SES background and teachers' knowledge, self-eficacy, and motivation. (250,000 NIS)

AWARDS/GRANT/HONORS WITH A GRADE

2013	United States – Israel Binational Science Foundation (BSF) with Dr. Lori Holt and Prof. Eli Vakil, Procedural learning of sound categories in developmental dyslexia. The grant was judged as "very good and worthy of support".

COURSES TAUGHT/TEACING EXPERIENCE

Undergraduate:

B.A

1. Reading processes – Research and application

2. Teaching methods for classes of special education

3. Learning disabilities

4. Dyslexia – Characteristics and intervention programs

Graduate:

M.A.

1. Learning Disabilities

2. Diagnostic Evaluation

3. Theoretical and practical aspects of LD instruction

4. Diagnosing learning disabilities: Theoretical and practical aspects

5. Reading and learning disabilities

6. Dyslexia: Cognitive and linguistic aspects

MAIN RESEARCH INTERESTS

1. Dyslexia and reading disabilities– cognitive and linguistic aspects

2. Language and Reading

3. Intervention for LD students

4. SES – cognitive and linguistic aspects

5. Specific Language Impairment

6. Implicit and Explicit cognitive processes

7. Artificial Grammar

8. Procedural Memory

9. Mental lexicon – phonological, morphological, semantic and orthographic priming

ADDITIONAL INFORMATION

Professional Conferences Organized and Served as Convener

2012   The Summer Conference of the Israel Association for Literacy and Language

2001   Morphological and Lexical Processing in Spoken and Written Language, Bar-Ilan University, Ramat Gan

2004   Cognitive and academic aspects of intervention programs for students with special needs, Bar-Ilan University, Ramat Gan

2006   Literacy and Language; Literacy: Acquisition and Disabilities (Winter conference), Bar-Ilan University, Ramat Gan

2007   Literacy and Language; Literacy: Development and Difficulties (Spring conference), Bar-Ilan University, Ramat Gan

2011   Literacy and Language: Learning Disabilities among Adults: Legal, clinical and empirical aspects (Spring conference), Haifa University, Haifa

2013   Literacy and Language; Reading Comprehension: From Theory to Practice (Spring Conference), Bar Ilan University, Ramat Gan.

2017   Intervention Programs in Learning disabilities. Haddad Center for Dyslexia and Learning Disabilties, Bar Ilan University, Ramat Gan.

SUPERVISION OF GRADUATE STUDENTS
M.A. Students:

In the past:
1. Moshkovich-Calif Sharon, (with Prof. J. Walters), (2003). Phonological and morphological awareness and its effect on ESL students' reading of Hebrew and English.

2. Toledo Idit, (with Dr. N. Bauminger),(2004). Verbal and non-verbal LD students' solving of analogy problems with social and cognitive content.

3. Roth Vered, (with Prof. M. Faust), (2004). The relationship between social information processing and linguistic information processing and linguistic pragmatism in verbal, non-verbal LD and regular students.

4. Levi Shany, (2005). The relationship between first graders' phonological and morphological awareness and reading acquisition.

5. Kolan Limor, (2006). The morphological, orthographic and phonological priming effects on word recognition: A developmental study.

6. Kahta Shani, (2006), Roots and patterns in Hebrew language development: Evidence from written morphological analogies.

7. Peled Noa, (2008), First grade teacher – student interactions and how these influence student achievement.

8. Feigel Avital, (2008), Semantic effects on implicit and explicit morphological processing: A developmental perspective.

9. Sadeh Nirit, (2009), The relationship between reading comprehension and language skills: A study of normal and poor readers.

10. Schwartz-Nachshon Sarit, (2009) The phonological and morphological abilities of dyslexic and normal readers: A comparative study.

11. Ben Hur Shirly, (with Dr. M. Raveh). (2009). The influence of pointed Hebrew on morphological processing of written words: A development perspective.

12. Halabi Yafit, (2010). Development of phonological processing skills among readers with reading disabilities compared to readers with typical development.

13. Cohen Sharon, (2010). A Comparative Study of Children's Analogical Problem Solving and Talking aloud: A Comparison of Children with Typical Development and Children with Learning Disability.

14. Lotem Einav, (2010). Effects of phonological and morphological awareness on children's word reading development in two socioeconomic backgrounds.

15. Binyamin Rinat, (with Prof. D. Ravid), (2010). Morpho-syntactic processing in plural adjective agreement: Developmental view.

16. Shushan Noa, (2011). The influence of phonological and morphological awareness on word reading in vowelized and unvowelized Hebrew: Comparison between dyslexic and normal readers.

17. Arental Tali, (2011). Predicting fathers' involvement in care-giving of children with learning disabilities.

18. Shiber Yifat, (2012) (with Dr. A. Bar- On). The cognitive and linguistic aspects of narrative ability elicited from picture series: A comparison between children with SLI and children from low and high SES.

19. Nori Yochi, (2012). Developing writing abilities of children with SLI in kindergarten through meta-cognitive intervention.

20. Yaakovi Hadas. (2012). (with Prof. D. Ravid). Morpho-syntactical aspects in compound structure plural adjective agreement.

21. Haddad Hen, (2013) (with Dr. A. Bar- On). The relationship between morphological awareness, vocabulary knowledge and story retelling among kindergarten children: Comparing high and low SES and Specific Language Impairment (SLI)

22. Mass Meital, (2013) (with Prof. E. Vakil). Diagnosis of attention deficit hyperactivity disorder (ADHD) in adults by monitoring eye movements.

23. Ashani Yehudit (2013) (with Prof. D. Ravid). Morpho-syntactic processing in plural adjective agreement: A comparative study of intellectually gifted students and peers.

24. Einan Hamutal, (2013) (with Dr. A. Bar- On). The development of lexical knowledge through the examination of lexical and morphological processing of adjectives, nouns, and verbs among elementary school children.

25. Gur Adi, (2013). Processing of adjective agreement in Hebrew: Comparison between adults with ADHD and adults with normal development

26. Cohen Miri, (2013) (with Orly Benjamin) "What I want to do when I grow up?" Employment aspirations among teenagers with LD compared with the aspirations of non-LD teenagers

27. Agmon Shalev, (2014). Lexical and morphological awareness among kindergarten children: A comparison between high and low SES.

28. Mesarno Odelya, (2014). The effects of phonological awareness and naming abilities on first graders' reading proficiency.

29. Binenstock Tehila, (2015). A psycholinguistic view of the development of spelling Hebrew function letters: A comparative study of disabled vs. normal readers (jointly with D. Ravid, Tel Aviv University)

30. Atlan Karin, (2015). Learning Artificial Grammar: A comparison between typically developing readers and readers with Dyslexia.

31. Sasson Adi, (2015). The effect of training and the ability to transfer the new knowledge on motor skill learning among preschoolers.

32. Iser Michal, (2015). The role of attentional distribution and attentional load in the visual processing of readers with dyslexia.

33. Shavit Hadas, (2015). Processing of adjective agreement in Hebrew compounding: A developmental study of participants from different SES backgrounds.

34. Shefer-Kahanovich, Michal. (2015). Root letter spelling: A socio-developmental investigation.

35. Reichelson Shir, (2016). Are Readers with Dyslexia Impaired in Reading Comprehension beyond their Reading Deficit? Inference Generation, Text Processing, and Working Memory of Readers with Dyslexia.

36. Hovav Shoshana, (2016). The association between exposure to childhood ionizing radiation to treat ringworm of the scalp and cognitive ability and language skill in adulthood.

37. Weisbard Keren, (2016). The influence of diglossia in Hebrew on reading ability and linguistic skill in first grade "Talmud – Tora" frameworks.

38. Roselmach Amir, (2016, with Prof. Eli Vakil) Visual and auditory sequence learning and transfer ability between the two modalities among subjects with developmental dyslexia

39. Cohen Hadar, (2016). Examination of the transfer mechanism among readers with dyslexia: A distinction between verbal and non-verbal stimulus.

40. Davidovich Tali, (2016) (with Prof. Eli Vakil) Procedural learning and the ability to transfer verbal stimuli and nonverbal stimuli; Comparison between readers with developmental dyslexia to normal readers.

41. Sha'er Adva, (2017) The development of lexical and morphological processing: Comparison between high and low socioeconomic backgrounds.

42. Yazdi Limor, (2017) Examining global and local perception in visual and auditory modality: A comparison between readers with dyslexia and readers with ADHD.

43. Fried Noy, (2017) Acquisition of artificial grammar among poor EFL readers.

44. Shaham Aliza (2017). The development of reference ability: A comparison between children with SLI and children with normal language development.

45. Shapira Sivan, (2018). Updating process in reading comprehension: An investigation of strong and weak comprehenders in junior high.

46. Kirstein Adi, (2018) (Prof. Eli Vakil) Procedural learning of a cognitive skill among young adolescents with ADHD.

47. Rosenshtok Shlomit, (2018), The development of function letter spelling in Hebrew among native Hebrew speaking students in Israel.

48. Kiasi Mali, (2018), Semantics effects on implicit and explicit morphological processing in two socioeconomic backgrounds.

49. Ohaion Yifat, (2018), Executive functions and their effect on phonological and morphological abilities: a comparison between specific language impairment and typically developed kindergarteners.

50. Gilad Rotem, (2019), Statistical learning among spellers using the artificial grammar learning paradigm.

51. Vazner Yif'a, (2019). Implicit versus explicit learning in artificial grammar task: Comparison between typical and dyslexic readers.

52. Galit Star, (2020).Implicit vs. explicit learning in an artificial grammar task: A comparison between typical and dyslexic readers.

53. Marton Reut,(2020). Semantic influence of oral implicit and explicit morphological processing: A comparison between typical and dyslexic readers.

54. Grin, Hadas, (2021) Implicit versu explicit learning consolidation in chunk-based artificial grammar task: Comparison between typical and dyslexic readers.

55. Day Edry, Esther, (2021) The influence of frequency on the ability to read words in both deep and shallow orthographic systems: a comparative-developmental research on children from low and high SES.

56. Poker-Hazan Noya, (2021) Stability of the spoken root morpheme in the mental lexicon: A comparison between readers with dyslexia and typically developed readers.

57. Avital, Korin, (2021) The relationship between statistical learning and langue abilities: A comparison between kinderten children with and without language impairment.

58. Levental Yael, (2021) Mental Representation in Children with and without Specific Language Impairment.

59. Shamir Neta, (2022) The influence of reading strategies, combined with mental representation strategy, on understanding expository texts among poor comprehenders.

60. Kimel Ela (2022), function letter spelling in Hebrew: A comparison with and without dyslexia.

61. Balish Dana (2022), An EF-based multi component word reading intervention for struggling readers: Effects on literacy, metalinguistic, and cognitive skills.

Being supervised today:

62. Talker, Lital, The effect of executive fnctions on the narrative abilities of children with and without specific language impairment.

63. Eisenkot, Shani, the influence of executive functions on the spelling of AHVI letters in Hebrew: comparison between low and middle-high socio-ecponomic status.

64. Drori Rachel, knowledge-based writing: a writing intervention for low socioeconomic status students with an emphasis on developing topic knowledge.

65. Cohen, Limor, the impact of working memory on complex sentence comprehension.

66. Carmeli Michal, The influence of metacognitive feedback on speling abilities among 3rd graders: An intervention study.

67. Va'anunu Lior, The influence of an intervention that incorportates linguistic and executive aspecys on reading fluence, language abilities and executive functions among 3rd graders with reading dissiculties.

68. Cohen, Hodaya, The connection between artificial grammar learning and language skills among first graders.

69. Mor Daniel, Implicit and explicit learning of vocabulary in a foreign language: The difference between high-L2 proficiency and low-L2 proficiency university students.

70. Zluf Barak, Native language syntactic interference among low-L2 proficiency university students .

71. Brook Tamar, Native language grammatical interference among university students with ADHD.

72. Ben-Moshe, Adi, The effect of feedback on writing skills among pre-service teachers of English as a foreign language.

Ph.D Students:

In the past:

1. HarZvi (Hacohen) Shirli, (with Prof. A. Cohen), (2007). Metacognitive training in solving linguistic analogies and its effect on students' ability to spell.

2. Borenstein Sharona, (with Prof. H. Babkoff). (2008). The relationship between auditory temporal processing and dyslexia: A comparison between phonological versus surface developmental dyslexia.

3. Gabay Yafit, (2013) (with Prof E. Vakil). (2012). Procedural learning difficulties in developmental dyslexia: Specific, general or both?

4. Cohen Miki, (2014) Later language development in two populations with special needs: The lexicon morphology interface.

5. Kahta Shani, (2014) Learning artificial grammar via visual and auditory modalities: A comparison between typically developing readers and readers with dyslexia.

6. Levi Shimon Shani, (2016) (with Prof. D. Ravid) The development of vowel letter acquisition.

7. Sar-Avi Orna, (2017) (with Prof. A. Henik) Domain specific and Domain general mechanisms lying under arithmetic knowledge and developmental dyscalculia.

8. Kassam Abeer, (2017) (with Prof. E. Hadadd) Development of Phonological and Morphological Awareness among Arabic speaking children with Dyslexia.

9. Katan Pesia, (2018), Learning artificial grammar at different ages and different levels of complexity: A comparison between typical and dyslexic readers.

10. Esgwege Sharon, (2019) (with Prof. Roni Geva) Why are children with ADHD socially challenged? The effect of inhibition and social cognition on social functioning.

11. Karmon Sivan, (2020) (with Prof. E. Vakil) The acquisition of reading skills through regular vs. mirror reading training among normal and dyslexic readers.

12. Shibel Suha, (with Prof. Elinor Saiegh Haddad) The impact of diglossia on language acquisition in Arabic: narrative and expository text production in speaking and writing.

Being supervised today (proposal approved):

1. Peled Noa, An intervention program to enhance inhibition and working memory for kindergarten children with low socio-economic status.

2. Ashkenazy Pesi. The influence of training on implicit versus explicit learning in artificial grammar learning task; Comparison between typical and dyslexic adult readers.

3. Haj Lina, (with Prof. Elinor Saiegh Haddad). The connection systems between cognitive, linguistic, meta-linguistic, and emergent literacy skills among kindergarten children in diglossic Arabic: An intervention study.

4. Cohen, Sharon, The influence of an intervention that incorporates linguistic and executive aspects on reading accuracy and fluency.

Post doctoral students:

1. Asala-Badarna Abeer. Narrative skills development among native Arabic language-the relation between linguistic and narrative skills.

LIST OF PUBLICATIONS

BOOKS (Author**)**

1. **Schiff, R**. & Ravon-Dumti, N. (2007). Israeli first grade reading classrooms: Theory and practice. Ministry of Education, Israel. [in Hebrew]

BOOKS (Editor**)**

1. **Schiff, R.,** & Joshi, R. M. (2016). *Interventions in learning disabilities: A handbook on systematic training programs for individuals with learning disabilities*. New York: Springer.

CHAPTERS IN BOOKS

1. Gillis, M. & **Schiff, R**. (1999). The development of methods for teaching reading internationally and in Israel: Fixed or part of a continuum. In R. Glaubman and Y. Iram (Eds.), *Developments in teaching: The Israeli Case* (pp. 341-362). Tel Aviv: Ramot – University of Tel Aviv.

2. **Schiff, R**. & Adi-Yaffe, E. (2008). Reading and writing instruction. In P. S. Klein and Y. Yablon (Eds.), *From research to practice in early childhood education* (pp.199-233). Jerusalem: Israel Scientific Research Foundation. [in Hebrew]

3. **Schiff, R**. & Raveh, M. (2011). Morphological processing in the word recognition of normal and dyslexic readers. In O. Korat & D. Aram (Eds.), *Reciprocity between spoken and written language: Bilingualism and disabilities* (pp.399-413). Jerusalem: Magnes Press. [in Hebrew]**.**

4. **Schiff, R**., Sasson, A., Nuri, Y., & Ben-Artzi, E. (2016). The efficiency of metacognitive and metalinguistic awareness in word spelling among Hebrew-speaking children with

SLI: An intervention study. In R. Schiff and R.M Joshi (Eds.), Interventions in learning disabilities: *A handbook on systematic training programs for individuals with learning disabilities*. New York: Springer.

5. **Schiff, R**., & Joshi, M. (2016). Introduction. In *Interventions in learning disabilities: A handbook on systematic training programs for individuals with learning disabilities*. New York: Springer.

6. **Schiff, R**., Kahta, S., Gabay, Y., & Vakil, E (2017). Implicit learning in developmental dyslexia as demonstrated by the Serial Reaction Time (SRT) and the Artificial Grammar Learning (AGL) tasks. In A. Bar On and D. Ravid (Eds.), *Handbook of Communication Disorders: Theoretical, Empirical, and Applied Linguistics Perspectives*. Berlin, Boston: De Gruyter Mouton.

7. **Schiff, R**., Kahta, S., & Sasson, A. (2022). Modality effects in the representation of root morpheme in the mental lexicon of Hebrew-speaking adults with dyslexia. A book chapter contributed in honor of Dorit Ravid on the Occasion of her Retirement. In Developing Language and Literacy (edited by Levie, R., Bar-On, A., Ashkenazi, O., Dattner, E., & Brandes, G.. Springer (pp 627-737).

EDITED SPECIAL ISSUES

1. **Schiff, R**., & Joshi, M. (Eds). (2017). *Dyslexia*. Special issue in dyslexia, spelling and morphological awareness in different orthographies.

2. Ravid, D. & R. **Schiff, R**. (Eds). (2013). *Journal of Learning Disabilities*. Special issue on *dyslexia and languages, 46.*

ARTICLES IN REFEREED JOURNALS/PERIODICALS

1. Cohen, A., **Schiff, R**., & Gillis, M. (1996). Comparing the morphological, syntactic and narrative richness of skilled and poor readers. *Megamo*t, *38*(3), 273-291. [Hebrew].

2. Cohen, A. & **Schiff, R**. (1996). Linguistic abilities of poor vs. skilled readers. *International Journal of Special Education, 11,* 8-21.

3. **Schiff, R**. (2002). They look similar, but they are different: Reading two morphological structures of Hebrew nouns. *First Language*, *22*, 305-322.

4. **Schiff, R**. (2003). The effects of morphology and word length on the reading of Hebrew nominals. *Reading and Writing, 16*, 263-287.

5. **Schiff, R**. & Ravid, D. (2004). Vowel representation in written Hebrew: Phonological, orthographical and morphological contexts. *Reading and Writing, 16*, 241-265.

6. **Schiff, R**. & Calif, S. (2004). An academic intervention program for EFL university students with reading disabilities. *Journal of Adolescent and Adult Literacy, 48*, 102-113.

7. **Schiff, R**. & Ravid, D. (2004). Representing written vowels in university students with dyslexia compared with normal Hebrew readers. *Annals of Dyslexia, 54*, 39-62.

8. Ravid, D. & **Schiff, R**. (2004). Learning to represent vowels in written Hebrew: Different factors across development. *First Language, 24*, 185-208.

9. Korat, O. & **Schiff, R**. (2005). Do children who read more books know "what is good writing" better than children who read less: A comparison between grade levels and SES groups. *Journal of Literacy Research, 37*, 287-322.

10. Ravid, D. & **Schiff, R**. (2006). Roots and patterns in Hebrew language development: evidence from written morphological analogies. *Reading and Writing, 19*, 789-818.

11. **Schiff, R**. & Korat, O. (2006). Sociocultural factors in children's written narrative production. *Written Language and Literacy, 9*, 213-246.

12. **Schiff, R**. & Raveh, M. (2006). Deficient morphological processing in adults with developmental dyslexia: Another barrier to efficient word recognition? *Dyslexia, 13*, 110-129.

13. Ravid, D. & **Schiff, R**. (2006). Morphological abilities in Hebrew-speaking gradeschoolers from two socio-economic backgrounds: An analogy task. *First Language, 26*, 381-402.

14. **Schiff, R**. & Calif, S. (2007). The role of phonological and morphological awareness in L2 oral word reading. *Language Learning, 57*, 271-298.

15. **Schiff, R**. & Ravid, D. (2007). Morphological analogies in Hebrew-speaking university students with dyslexia compared with typically developing gradeschoolers. *Journal of Psycholinguistic Research, 36*, 237-253.

16. **Schiff, R**., Raveh, M., & Kahta, S. (2008). The developing mental lexicon: Evidence from morphological priming of irregular Hebrew forms. *Reading and Writing, 21*,719-743.

17. Raveh, M. & **Schiff, R**. (2008).Visual and auditory morphological priming in adults with development dyslexia. *Scientific Studies of Reading, 12*, 221-252.

18. Ravid, D. & **Schiff, R**. (2009). Morpho-phonological categories of noun plurals in Hebrew: A developmental study. *Linguistics, 47*, 45-63.

19. **Schiff, R**., Bauminger, N., & Toledo, I. (2009). Analogical problem solving in children with verbal and nonverbal learning disabilities. *Journal of Learning Disabilities, 42*, 3-13

20. **Schiff, R**. & Lotem, E. (2011). Effects of phonological and morphological awareness on children's word reading development from two socioeconomic backgrounds. *First Language, 31*, 139-163.

21. **Schiff, R**., Ravid, D. & Levy-Shimon, S. (2011). Children's command of plural and possessive marking on Hebrew nouns: a comparison of obligatory versus optional inflections. *Journal of Child Language, 38*, 433-454.

22. **Schiff, R**., Scwartz, S. & Nagar, R. (2011). Effect of phonological and morphological awareness on reading comprehension in Hebrew-speaking adolescents with reading disabilities. *Annals of Dyslexia, 61*, 44-63.

23. **Schiff, R**. & Raveh, M., & Figuel, A. (2012). The development of the Hebrew mental lexicon: When morphological representations become devoid of their meaning. *Scientific Studies of Reading.16*, 383-403.

24. **Schiff, R**. & Ravid, D. (2012). Linguistic processing in Hebrew-speaking children from low and high SES backgrounds. *Reading and Writing, 25*, 1423-1448.

25. Ravid, D. & **Schiff, R**. (2012). From dichotomy to divergence: Number/gender marking on Hebrew nouns and adjectives across schoolage. *Language Learning, 62*, 133-169.

26. Gabay, Y. **Schiff, R**. Vakil, E. (2012). Dissociation between online and offline learning in developmental dyslexia. *Journal of Clinical and Experimental Neuropsychology, 34,* 279-288.

27. Raveh, M., **Schiff, R**., Yamin, R., Fighel, A. & Kahta, S. (2012). The development of morphological processing in visual word recognition: From concrete to abstract representations. *Language and Literacy, 4*, 67-93 [in Hebrew]

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29. Gabay, Y. **Schiff, R**. & Vakil, E. (2012). Dissociation between the procedural learning of phoneme and motor sequence in developmental dyslexia. *Neuropsychologia, 50,* 2435-2441.

30. Katzir, T. **Schiff, R**. & Kim, Y. (2012). The effects of orthographic depth on word reading fluency and accuracy in English- and Hebrew-speaking children in fourth grade: A within and between cross-linguistic investigations. *Learning and Individual Differences, 22*, 673-679.

31. Gabay, Y., **Schiff, R**. & Vakil, E. (2012). Attentional requirements during acquisition and consolidation of a skill in normal readers and developmental dyslexics. *Neuropsychology, 26*, 744-57.

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35. Gabay, Y., Gabay, S., **Schiff, R**., Ashkenazi, S. & Henik A. (2013). Visuospatial attention deficits in developmental dyslexia: Evidence from visual and mental number line bisection tasks. *Archives of Clinical Neuropsychology, 28* (8), 829-36

36. Schiff, R., Ravid, D., & Gur, A. (2014). Morpho-syntactic load in judging adjectival plural agreement: comparing adults with and without ADHD. *Communication Disorders Quarterly, 36*, 79-89.

37. *****Schiff, R**., & Katan, P. (2014). Does complexity matter? Meta-analysis of learner performance in artificial grammar tasks. *Frontiers in Psychology, 5*, 1-10.

38. Ravid, D., & **Schiff, R**. (2015). It's all about gender: Hebrew speakers' processing of plural agreement morphology. *Morphology, 25*, 327-343.

39. Gabay, Y., Vakil, E., **Schiff, R**., & Holt, L. (2015). Probabilistic category learning in developmental dyslexia, *Neuropsychologia, 29*(6), 844.

40. Schiff, R. & Vakil, E. (2015). Age differences in cognitive skill learning, retention, and transfer: The case of the tower of hanoi puzzle. *Learning and Individual Differences, 39,* 164-17.

41. Schiff, R., Nori, Y. & Ben-Arzi, E. (2015). Metacognitive strategies: A foundation for early word spelling and reading in kindergartners with SLI. *Journal of Learning Disabilities*.

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43. Vakil, E., Mass, M., & **Schiff, R**. (2016). Eye movement performance on the stroop test in adults with ADHD. *Journal of Attention Disorders Disorders*,1087054716642904.

44. Schiff, R., Cohen, M., Ben-Artzi, E., Sasson, A., & Ravid, D. (2016.) Implicit and explicit morphological knowledge among children with developmental dyslexia. *Scientific Studies of Reading, 20*, 140-154.

45. Kahta, S., & **Schiff, R**. (2016). Implicit learning deficit among adults with developmental dyslexia: Evidence from the AGL study. *Annals of Dyslexia, 66*, 235-50.

46. Zaiegh-Hadadd E., & Schiff, R. (2016). The impact of diglossia on voweled and unvoweled word reading in Arabic: A developmental study from childhood to adolescence. *Scientific Studies of Reading, 20*, 311-324.

47. Yeari, M., Iser, M., & **Schiff. R**. (2016). Do dyslexic individuals suffer from a reduced visual attention span? Evidence from visual recognition tasks of non-verbal multi-character arrays. *Annals of Dyslexia*, 1-19.

48. *Katan, P., Kahta, S., Sasson, A., & **Schiff. R**. (2016). Performance of children with developmental dyslexia on high and low topological entropy artificial grammar learning task. *Annals of Dyslexia*, 1-17.

49. Yeari, M., Abramovitch, A., & **Schiff, R**. (2016) Online inferential and textual processing by adolescents with ADHD during reading comprehension: Evidence from a probing method. *Journal of Clinical and Experimental Neuropsychology,* 1-17.

50. **Schiff, R**., & Saiegh-Haddad, E. (2016). When diglossia meets dyslexia: The effect of diglossia on voweled and unvoweled word reading among native Arabic-speaking dyslexic children. *Reading and Writing*, 1-25.

51. Yeari, M., Elentok, A., & **Schiff, R**. (2017). Online and offline inferential and textual processing of poor comprehenders: Evidence from a probing method. Journal of *Experimental Child Psychology, 155*, 12-31.

52. **Schiff, R**., & Levie, R. (2017). Spelling and morphology in dyslexia :A developmental study across the school years. *Dyslexia, 23*(4), 324-344.

53. ***Schiff, R**., Katan, P., Sasson, A. & Kahta, S. (2017). Effect of chunk strength on the performance of children with developmental dyslexia on artificial grammar learning task may be related to complexity. *Annals of Dyslexia*, 1-20.

54. **Schiff, R**., Sasson, A., Star, G., & Kahta, S. (2017). The role of feedback in implicit and explicit artificial grammar learning: a comparison between dyslexic and non-dyslexic adults. *Annals of dyslexia, 67*(3), 333-355.

55. **Schiff, R**., & Saiegh-Haddad, E. (2018). Development and relationships between phonological awareness, morphological awareness and word reading in spoken and standard Arabic. *Frontiers in psychology, 9*, 356.

56. Yeari, M., Vakil, E., Schifer, L., & **Schiff, R**. (2019). The origin of the centrality deficit in individuals with attention-deficit/hyperactivity disorder. Journal of Clinical and *Experimental Neuropsychology, 41*(1), 69-86.

57. **Schiff, R**., Cohen, M., Marton, R., & Sasson, A. (2019). Auditory Morphological Knowledge in Adults with Dyslexia: The Importance of Semantic Information. *Scientific Studies of Reading, 23*(4), 317-333.

58. Kahta, S., & **Schiff, R**. (2019). Deficits in statistical learning of auditory sequences among adults with dyslexia. *Dyslexia, 25* (2) 142-157.

59. Gabay, Y., Gabay, S., & **Schiff, R**. (2019). Visual and auditory interference control of attention in developmental dyslexia. *Journal of the International Neuropsychological Society, 26*(4), 407-417.

60. Cohen, M., & **Schiff, R**., (2019). Morphological knowledge among readers with dyslexia. *Language and Literacy, 7*, 84-116 [in Hebrew]

61. Saiegh-Haddad, E., Shahbari-Kassem, A., & **Schiff, R**. (2020). Phonological awareness in Arabic: the role of phonological distance, phonological-unit size, and SES. *Reading and Writing*, 1-26.

62. Ravid, D., & **Schiff, R**. (2020). Judging Hebrew adjective agreement across development conflicting morphological and syntactic cues. *Reading and Writing*, 1-25.

63. **Schiff, R**., Rosenstock, S., & Ravid, D. (2020). Morpho-Orthographic Complexity in Affix Spelling in Hebrew: A Novel Psycholinguistic Outlook Across the School Years. *Frontiers in Psychology, 11*, 868.

64. **Schiff, R**., Ashkenazy, P, Kahta, S., Sasson, A. (2021). Stimulus variation-based training enhances artificial grammar learning, *Acta Psychologica*

65. **Schiff, R**., Sasson, A., Green, H., & Kahta, S. (2021). Artificial grammar learning is facilitated by distributed practice: Evidence from a letter reordering task. *Cognitive Processing*

66. Kahta, S., Kiasi, M., Cohen, M., Sasson, A., & **Schiff, R.** (2021) Mind the gap: Semantic information constrains morphological knowledge in low SES. *Reading and Writing*

67. **Schiff, R**. & Levy-Shimon, S. (2021). Research report: An intervention for improving reading fluency among students from low socioeconomic background. Israel Innovation Authority, Ministry of Education.

68. **Schiff, R**., Cohen, H., Kahta, S., & Sasson, A. (2022). Can adults with dyslexia transfer statistical learning to a new context? *Cognitive Processing*

69. Schiff, R., Levy-Shimon, S., Sasson, A., Kimel, E., & Ravid, R. (2022). Multiple dimensions of affix spelling complexity: Analyzing the performance of children with dyslexia and typically developing controls. *Reading and Writing*.

70. Singer, G., Gonen, M., Schiff, R., & Kleper, D. (2022). Evaluating the Effectiveness of Accommodations Given to Students with Learning Impairments: Ordinal and Interpretable Machine, Learning-Based Methodology, *Transactions on Learning Technologies*

BOOKS REVIEWS IN REFEREED JOURNALS

1. **Schiff, R**. (2008). Book review of *Becoming literate in the city: The Baltimore early childhood project* by R. Serpell, L. Baker, & S. Sonnenschein. *Infant and Child Development, 17*, 549–552.

2. **Schiff, R**. (2013). Book review of *The SAGE handbook of writing development* by R. Beard, D. Myhill, J. Riley & Nystrand, M. (Eds.). *Written Language and Literacy*.

Articles in Conference Proceedings

1. **Schiff, R**., Cohen, A., & Schwartzwald, O. (2000). The influence of morphological, phonological and orthographic characteristics of words on the oral reading accuracy of second, fourth and sixth graders. In F. Nassar, N. Hativa, & Z. Shirtz (Eds.), *The Proceedings of the 22ⁿᵈ A.Y.A.L.A. Conference: Educational Research and Implementation in the Changing World*, (pp.154-157). Even Yehuda: Reches. [In Hebrew]

Other Publications

1. **Schiff, R**. & Har-Zvi, S. (1999). Think First Language Series: Spelling. (Student book and Teacher's Guide) Even Yehuda: Reches Publishers [In Hebrew]

2. **Schiff, R**., Har-Zvi, S., & Levi-Shimon, S. (2004). Think First Language Series: Phonemes (Student book and Teacher's Guide). Holon, Israel: Reichgold Publishing [In Hebrew]

3. **Schiff, R**., Har-Zvi, S., & Levi-Shimon, S. (2006). Think First Language Series: Morphemes. (Student book and Teacher's Guide). Holon, Israel: Reichgold Publishing [In Hebrew]

4. Flemenbaum, D., Moran, A. & **Schiff, R**. (2007). Verbal Expression: Thinking first. Holon, Israel: Reichgold Publishing [In Hebrew]

5. **Schiff, R**. & Peled, N. (2011). Thinking of Aleph: Language and cognitive development as preparation for the first grade. Ramat Gan, Isreal: HaMa'ayan Lagan [In Hebrew]

6. **Schiff, R**. & Har-Zvi, S. (2013). Think of spelling. (Student book and Teacher's Guide) Even Yehuda: Reches Publishers [In Hebrew]

7. Ravid, D., & **Schiff, R**. (2013). Homophonic root letter spelling among elementary school students with varying reading abilities, research report submitted to the Minisry of Education. [In Hebrew]

8. **Schiff, R**. & Levy-Shimon, S. (2021). Research report: An intervention for improving reading fluency among students from low socioeconomic background. Israel Innovation Authority, Ministry of Education.

III. PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

1. 1998. Subtypes of Dyslexia. Paper presented at The Child Development Center, Tel HaShomer Hospital, Israel.

2. 1998. Language Disorders of Dyslexic Children. Paper presented at the Sakler Department of Pediatric Medicine, Tel HaShomer Hospital, Israel.

3. 2000. The Influence of morphological, phonological, and orthographic characteristics of words on oral reading accuracy of second, fourth and sixth graders. Paper presented at The Israeli Association for Research in Education (A.Y.A.L.A.), Tel Aviv.

4. 2001. Vowel representation in written Hebrew: Two competing systems. Paper presented at a workshop at the Language and Brain Sciences Department of Brain Study Research, Ramat Gan, Israel.

5. 2001. Naming latency: The effects of morphology, phonology and word length. (Poster) presented at IACE 8th International Conference, Jyvaskyla, Finland.

6. 2001. Prospective memory and reading abilities in middle school children. (Poster) presented at The Third International Conference on Memory, Valencia, Spain.

7. 2001. Vowel representation in Hebrew: Phonological, orthographic and morphological contexts. Paper presented at Script, The Israel Association for Literacy, Shefa'im, Israel.

8. 2001. The interdigitated pattern of Hebrew words: Language development of elementary school children. Paper presented at the Orton International Dyslexia Association Conference, Ramat Gan, Israel.

9. 2002. Effects of phonology and morphology on first and second language reading Paper presented at The Israeli Association for Research in Education, Tel Aviv.

10. 2002.Vowel representation in written Hebrew: A comparison between normal and dyslexic readers. Paper presented at Israel National Affiliate of The International Dyslexia Association & Tel Aviv University, Tel Aviv.

11. 2003. Morphological awareness and reading deficiency in first and second language native Hebrew speakers. Paper presented at International Association for Cognitive Education and Psychology (IACEP), Seattle, WA.

12. 2003. A university program for LD students studying English as a foreign language Hebrew. Paper presented at International Association for Cognitive Education and Psychology (IACEP), Seattle, WA.

13. 2003. The relationship between writers' beliefs about writing and their narrative ability Paper presented at Script, The Israel Association for Literacy, Zichron Yaacov, Israel.

14. 2003. Metacognitive training and its influence on word analogies and spelling Paper presented at Script – The Israel Association for Literacy Zichron Yaacov, Israel.

15. 2004. A reading intervention program for at-risk first graders. Paper presented at Bar-Ilan University Special Education Dept. & Ministry of Education Special Education Division Conference, Bar-Ilan University.

16. 2004. The use of analogies in problem solving among children with verbal learning disabilities, nonverbal learning disabilities and normal children. Paper presented at Script – The Israel Association for Literacy, Zichron Yaacov, Israel.

17. 2004. The development of root and pattern in Hebrew speaking grade-schoolers. Paper presented at the Society for the Scientific Study of Reading (SSSR), Amsterdam.

18. 2004. The effect of morphological priming on different subtypes of developmental dyslexia. Paper presented at the 5th World Conference on Dyslexia, Thessaloniki, Greece.

19. 2004. A first grade mediational intervention program. Paper presented for the I.B. Harris Program of the Baker Center of Bar-Ilan University, Ramat-Gan.

20. 2004. Can a dyslexic become a MD? Paper presented at Innovations in Medical Research, Bar-Ilan University, Ramat Gan.

21. 2005. Morphological inflections and verbal skills in novice Hebrew readers. Paper presented at the Society for the Scientific Study of Reading (SSSR), Toronto.

22. 2005. A first-grade reading intervention program: The effects of teacher- pupil interactions and metacognitive strategies on reading achievement. Paper presented at the Cognitive Education and International Association Psychology (IACEP) Conference, Durham University, England.

23. 2005. Morphemic representation of weak roots: A developmental study. Paper presented at Script – The Israel Association for Literacy, Nir Etzion, Israel.

24. 2005. Morphological inflections and verbal skills in novice Hebrew readers. Paper presented at the Society for the Scientific Study of Reading (SSSR), Toronto.

25. 2006. Morphological processing and word recognition: A comparison between normal and dyslexic readers. Paper presented at Script – The Israel Association for Literacy, Bar Ilan University, Ramat Gan, Israel.

26. 2007. White elephants vs. white walls: Conflicting cues in learning to mark plural adjectives in Hebrew. Paper presented at the Child Language Seminar, The University of Reading, England,

27. 2007. Conflicting cues in marking plural adjectives in Hebrew: The effects of development and literacy, Paper presented at the Society for the Scientific Study of Reading (SSSR), Prague.

28. 2007. Conflicting cues in learning plural adjective forms in Hebrew. Paper presented at School of Education conference, Multi-dimensional aspects of special needs population: Research and practice. Bar Ilan University, Ramat Gan, Israel.

29. 2008. Conflicting cues in the acquisition of plural adjective agreement in Hebrew. Paper presented at 13th International Morphology Meeting, Vienna, Austria.

30. 2008. Morphological ability of elementary school children in low- SES populations. Paper presented at the Literacy and Language conference, Bar-Ilan University, Ramat Gan

31. 2008. The relationship between auditory temporal processing and dyslexia. Paper presented at the Literacy and Language conference, Haifa University, Israel.

32. 2008. The effect of first grade teacher – student interactions on student achievement. Paper presented at the Literacy and Language conference, Haifa University, Israel.

33. 2009. Morphological processing in the word recognition of normal and dyslexic readers. Invited talk, School of Education. Tel Aviv University.

34. 2009. Agreement marking in developmental dyslexia: The effect of morphological and syntactic factors, SSSR Conference, Boston University.

35. 2009. The development of morphological processing in visual word recognition. Paper presented at the Literacy and Language conference, Neve Ilan, Israel.

36. 2009. The phonological and morphological abilities of dyslexic and normal readers: A comparative study. Paper presented at the Literacy and Language conference, Neve Ilan, Israel.

37. 2009. The relationship between auditory temporal processing and dyslexia: A comparison between phonological versus surface developmental dyslexia. Paper presented at the Literacy and Language conference, Neve Ilan, Israel.

38. 2009. The effect of morphological and syntactic factors on agreement marking. Paper presented at the Literacy and Language conference, Neve Ilan, Israel.

39. 2010. Input to children from low SES. Workshop participation at the Vienna University and the Austrian Academy of Sciences.

40. 2010. Adjective agreement in compounding plural nouns: Comparing dyslectic and normally reading university student. Paper presented at the Annual Meeting of the Israeli Society of Speech-Language Pathologists, Tel-Aviv, Israel.

41. 2010. Adjective agreement in compounding contexts: normally reading and dyslexic students. Paper presented at *Living Language* conference, Oranim, Israel.

42. 2010. Morpho- syntactic processing in Hebrew–speaking children with developmental dyslexia compared with normally developing peers. Paper presented at Child Language Seminar. City University of London.

43. 2010. Morphological processing in dyslexic and normally reading students: Plural adjective agreement in Hebrew. Paper presented at the Seventeenth Annual Conference of the Society for the Scientific Study of reading, Berlin.

44. 2010. Spelling in Hebrew-speaking dyslexic and non-dyslexic university students. Paper presented at the Seventeenth Annual Conference of the Society for the Scientific Study of reading, Berlin.

45. 2010. Syntactic and morphological factors in the processing of adjectives in Hebrew: Comparing dyslectic readers and normal readers among sixth graders and university students. Paper presented at the Script Conference, Haifa University, Israel.

46. 2010. Writing abilities among LD university students compared with normally-reading students. Paper presented at the Script Conference, Haifa University, Israel.

47. 2011. Late development of language: New linguistic challenges. Paper presented at the Spring conference of The Israel Association for Literacy and Language, Haifa University, Israel.

48. 2011. The development of Noun-Adjective agreement in Hebrew: Comparing reading disabled and normally-developing children. Workshop at Utrecht University, Netherlands.

49. 2011. Plural agreement marking in Hebrew speaking children with Developmental Dyslexia compared with normally developing peers. Paper presented at The International Association for the Study of Child Language (IASCL), Montreal, Canada.

50. 2011. Disassociation between skill learning and consolidation in Developmental Dyslexia. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

51. 2011. The development of phonological processing abilities among reading disabled children compared with normally developing readers. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

52. 2011. The development of plural agreement in Hebrew among individuals with Developmental Dyslexia compared with normally developing readers in three age groups. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

53. 2011. Adjective agreement in grammatical construct: A developmental study among normally developing readers and readers with learning disabilities. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

54. 2011. Spelling and morphology among normal readers and reading disabled. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

55. 2011. Cognitive and linguistic aspects of picture-based narratives: Comparing children of low and high SES and SLI children. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

56. 2011. Narrative reconstruction of kindergarten children: Comparing low and high SES and SLI children. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

57. 2011. The development of plural agreement. Workshop participation at the Vienna University and the Austrian Academy of Sciences

58. 2011. Morphological processing in Hebrew-speaking children: Comparing reading-disabled, low SES and normally developing grade-schoolers workshop, Jerusalem, Israel

59. 2012. Plural agreement marking in Hebrew-speaking children with developmental dyslexia compared with normally developing peers. Workshop, Reading, spelling and word morphology in typically developing readers and children with dyslexia. Vienna, Austria

60. 2012. Dissociation between online and offline learning in Developmental Dyslexia. Paper presented at the International Neuropsychological Society (INS) Conference in Montreal, Canada.

61. 2012. The role of metacognitive awareness in word spelling and reading of children with SLI: An intervention study Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

62. 2012. Auditory and written morphological knowledge in dyslectic readers and normal readers. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

63. 2012. Morphological processing in typically developing and gifted children. Paper presented at the nineteenth Annual Conference of the Society for the Scientific Study of reading, Montreal, Canada

64. 2012. The effect of socio-economic status on oral narrative production in Hebrew-speaking kindergarten children. Paper presented at the 2012 NIL conference: Narrative, Intervention and Literacy, Paris, France.

65. 2012. Spelling function letters in Hebrew: Cues mitigating opacity. The Architecture of Writing Systems. 8th International Workshop on Writing Systems and Literacy, Carl von Ossietzky University, Oldenburg, Germany.

66. 2013. Developmental aspects of AHWY roots: A psycholinguistic research. The Israeli Association of Linguistics, Meeting # 29, The academic College of Ztfat, Israel.

67. 2013. The development of skill learning as demonstrated by the 'Tower of Hanoi' task. International Neuropsychology Society. Hawaii.

68. 2013. Spelling Hebrew affix letters by typically developing and dyslexic spellers: Cues mitigating opacity. Society for the Scientific Study of Reading, Hong Kong.

69. 2013. Dictionary aspects of AHWY roots: A psycholinguistic examination. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

70. 2013. Does complexity matter? A review of literature on learner performance in artificial grammar tasks. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

71. 2013. Implicit morphological knowledge in the auditory and visual modality among readers with dyslexia. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.

72. 2013. The influence of similarity on Artificial Grammar Learning (AGL) in visual and auditory tasks: A comparison between readers with and without dyslexia. Kiryat Ono, Israel.

73. 2013. Invited talk, study day in memorial of Professor Iris Levin. Tel Aviv University.

74. 2013. Reading comprehension in a dynamic aspect: Updates on reading narrative text. Reading comprehension: From theory to practice, Bar Ilan University.

75. 2014. Spelling development of root letters, Pre- and proto-morphology meeting, University of Vienna.

76. 2014. Conference on Cognition Research of the Israeli Society for Cognitive Psychology (2014) Akko (Acre). Artificial grammar learning: The role of modality.

77. 2014. Does similarity affect sequential learning in artificial grammar learning task? American Educational Research Association annual meeting Philadelphia, USA.

78. 2014. Is Artificial grammar learning among readers with dyslexia modality-dependent? Literacy and language. Haifa University, Israel

79. 2014. Root letter spelling: a developmental study in high and low socio-economic status. Literacy and language. Haifa University, Israel.

80. 2014. Bisection performance among participants with developmental dyslexia. Literacy and language. Haifa University, Israel.

81. 2014. Modality effects on sequential learning of individuals with dyslexia (DD): Evidence from artificial grammar learning (AGL). International Neuropsychological Society Mid-Year Meeting, Jerusalem, Israel.

82. 2014. Adults with ADHD Eye Movement Performance on the Stroop Task. International Neuropsychological Society 2014 Mid-Year Meeting, Jerusalem, Israel.

83. 2014. Spelling root letters in Hebrew: A developmental study across school age. Society for Scientific Studies of Reading, Santa Fe, USA

84. 2014. Statistical Learning among adults with dyslexia. Society for Scientific Studies of Reading, Santa Fe, USA.

85. 2014. Different levels of morphological explicitness in readers with dyslexia. An International Conference on the Cross-linguistic comparisons of Indo-Germanic and Semitic languages. Konstanz, Germany.

86. 2014. Sequential learning deficit among adults with developmental dyslexia. Cognitive Science Association for Interdisciplinary Learning. Hood River, Oregon, USA.

87. 2015. Linguistic processing in Hebrew-speaking children from low and high SES background. Comparative Psycholinguistics, Vienna. Austria.

88. 2015. Domain-general and basic numerical processing in developmental dyslexia versus arithmetic deficit. Conference on Cognition Research, Akko, Israel.

89. 2015. Similarity in artificial grammar learning among typically and dyslexic readers. Conference on Cognition Research, Akko, Israel.

90. 2015. Statistical learning among poor readers. A Keynote speaker. Egdal conference, Learning Disabilities: From Theory to Practice. Bar Ilan University, Israel.

91. 2015. Implicit and explicit morphological knowledge among children with developmental dyslexia. Word Formation Theories Conference, Kosice, Slovakia.

92. 2015. The influence of diglossia on two Arabic orthographies: A developmental perspective. 8th Annual International Conference on Language and Linguistics, Athens, Greece
.

93. 2015. The AGL abilities of adults with developmental dyslexia: Evidence from Implicit and explicit tasks. Interdisciplinary Advances in Statistical Learning, San Sebastian, Spain.

94. 2015. The role of working memory in inference generation during reading comprehension: Retention, activation or suppression of verbal information? 25th Annual Meeting of the Society for Text & Discourse, Minneapolis, USA.

95. 2015. Implicit and explicit learning deficits among adults with developmental dyslexia: Evidence frm an AGL study. Literacy and Language. Levinsky College of Education, Tel Aviv, Israel.

96. 2015. Root letter spelling: A socio-developmental investigation. Literacy and Language. Levinsky College of Education, Tel Aviv, Israel.

97. 2015. Reading comprehension difficulties among readers with ADD. Literacy and Language. Levinsky College of Education, Tel Aviv, Israel.

98. 2015. Implicit and explicit learning in an AGL experiment: A comparison between readers with and without dyslexia. Literacy and Language. Levinsky College of Education, Tel Aviv, Israel.

99. 2015. The impact of diglossia on voweled and unvoweled word reading in Arabic: A developmental study from childhood to adolescence. Scientific Studies of Reading, Hawaii, USA.

100. 2015. How adults with dyslexia perform on an AGL task. The 19th Conference of the European Society for Cognitive Psychology (ESCOP), Paphos, Cyprus.

101. 2016. Implicit, Explicit and Meta-linguistic Auditory Morphological Knowledge among Typical Readers and Readers with Dyslexia, The Third Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.

102. 2016. The role of working memory in inference generation during reading comprehension: Retention, (re)activation, or suppression of verbal information? The Third Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.

103. 2016. The Dyslexia - Diglossia Interface: A Study of the Manifestation of Dyslexia in Spoken and Standard Arabic. British Dyslexia Association: An international conference. Moving Forward: Challenges and Transitions, Oxford, United Kingdom.

104. 2016. Positive Dyslexia. The Second Egdal Conference, Bar Ilan University, Israel.

105. 2016. The effect of dislossia on Arabic reading development: A comparison between typically developing and dyslexic readers. Arabic language: Acquisition, learning and teaching. Bar Ilan University, Israel.

106.   2016. Performance of children with developmental dyslexia on high and low TE artificial grammar learning task. Fifth Implicit Learning Seminar, University of Lancaster, Lancaster, UK.

107.   2016. The Deficit in SL among Adults with Dyslexia is Domain General. Fifth Implicit Learning Seminar, University of Lancaster, Lancaster, UK.

108.   2016. The Impact of Diglossia on Voweled and Unvoweled Word Reading in Arabic: A Developmental Study from Childhood to Adolescence. Literacy and Language, Bar Ilan University, Ramat-Gan, Israel.

109.   2016. Statistical learning among readers with developmental dyslexia. Literacy and Language, Bar Ilan University, Ramat-Gan, Israel.

110.   2016. Reading acquisition using mirror writing reading among typically-developing readers compared with readers with developmental dyslexia. Literacy and Language, Bar Ilan University, Ramat-Gan, Israel.

111.   2016. Inference generation and test processing abilities during reading among poor comprehenders. Literacy and Language, Bar Ilan University, Ramat-Gan, Israel.

112.   2016. The influence of semantics on implicit and explicit morphological processing among LSES and HSES readers. Literacy and Language, Bar Ilan University, Ramat-Gan, Israel.

113.   2016. Lexical and developmental aspects of *Alef and Hay* as root letters in the Hebrew verb system: A Psycholinguistic study. Literacy and Language, Bar Ilan University, Ramat-Gan, Israel.

114.   2016. Exploring the role of morphology and phonology in learning Hebrew vowel letters: A study of spelling across the school years. Twenty Third Annual Meeting, Society for the Scientific Studies of Reading, Porto, Portugal.

115.   2016. The role of statistical learning is reading: Evidence from AGL among adults with dyslexia. Twenty Third Annual Meeting, Society for the Scientific Studies of Reading, Porto, Portugal.

116.   2016. Visual morphological knowledge among children with developmental dyslexia. Twenty Third Annual Meeting, Society for the Scientific Studies of Reading, Porto, Portugal.

117.   2016. Principle of intervention pro for developing thinking and literacy skills. Ministry of Education: National Committee for Literacy Education in IsraeLevinsky College of Education, Tel Aviv, Israel.

118.   2016. The impact of diglossia on voweled and unvoweled word reading in Arabic: A developmental study from childhood to adolescence. Invited talk at the international workshop on 'First vs. Second Language Learning: from Neurobiology to Cognition', The Hebrew University, Israel.

119.   2016. The impact of diglossia on voweled and unvoweled word reading in Arabic. Arabic Linguistic Forum, University ofYork, United Kingdom.

120.   2017. The Semantic Effects on the Morphological Processing in Hebrew-Speaking Children from Lw and High SES Backgrounds. Fourth Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Acre. Israel, 2017.

121.   2017. Effect of chunk strength on the performance of children with developmental dyslexia on the artificial grammar-learning task. Fourth Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Acre. Israel, February 2017.

122.   2017. Statistical learning in Dyslexia. (2017) ISF Workshop on Procedural and declarative memory, language acquisition, and cognitive processes: developmental trajectories and impairments in monolingual and bilingual children, Bar Ilan University, Israel, 2017.

123.   2017. Metacognitive strategies: A foundation for early word spelling and reading in kindergartners with SLI. Interventions Programs in Learning Disabilities, Bar Ilan University, Ramat Gan, Israel.

124.   2017. Opening remarks: Cognitive and linguistic principles as a foundation for an LD-based intervention program. Interventions Programs in Learning Disabilities, Bar Ilan University, Ramat Gan, Israel.

125.   2017. Legal and educationa; aspects of learning disabilities. Egdal conference, Bar Ilan University, Ramat-Gan, Israel.

126.   2017. Feedback effects during artificial grammar learning performance among in individuals with developmental dyslexia. Interdisciplinary Advances in Statistical Learning, Bilbao, Spain. June, 2017.

127.   2017. When diglossia meets dyslexia: The effect of diglossia on voweled and unvoweled word reading among native Arabic-speaking dyslexic children. Twenty Third Annual Meeting, Society for the Scientific Studies of Reading. Halifax, Canada

128.   2017. The effect of semantic gap on the morphological processing abilities of Hebrew-speaking students with dyslexia. Twenty Third Annual Meeting, Society for the Scientific Studies of Reading. Halifax, Canada.

129.   2017. Semantic influence of oral implicit and explicit morphological processing among students with dyslexia. Literacy and Language, Open University, Ranana, Israel.

130.   2017. Centrality deficits among readers with ADHD. Literacy and Language, Open University, Ranana, Israel.

131.   2017. A comparison between executive functions in lab conditions and social skills in a competitive situation in children with and without ADHD. Literacy and Language, Open University, Ranana, Israel.

132.   2017. Hebrew Aleph in psycholinguistic, linguistic and historical perspectives. Association of Written Language and Literacy's 11th International Workshop, Nanzan University, Nagoya, Japan.

133.   2018. Why is it hard being a friend while playing – Relatiions of inhibition control and emotion recognition to peer interaction in children with ADHD. The 4th conference on Cognition Research on the Israeli Society for Cognitive Psychology, Akko, Israel.

134.   2018. Reading development and disability in Arabic Diglossia: Impact of linguistic distance. Language and Literacy Development in Multilingual and Multicultural Contexts: Theoretical and Applied Perspectives, Bar Ilan, Israel.

135.   2018. The role of feedback in implicit statistical learning among adults with dyslexia. International meeting of the Psychonomic Society, Amsterdam, The Netherlands.

136.   2018. Why is it hard being a friend while playing? Relations of inhibition control and emotional recognition to peer interaction ADHD children. An interdisciplinary study day for research in Education, Bar Ilan University, Ramat Gan, Israel.

137.   2018. The influence of regularity and frequency factors on the spelling development of the letter Aleph. An interdisciplinary study day for research in Education, Bar Ilan University, Ramat Gan, Israel.

138.   2018. The development of the referencing ability: A comparison between children with SLI and typically developing children. An interdisciplinary study day for research in Education, Bar Ilan University, Ramat Gan, Israel.

139.   2018. The role of semantics in the organization of the mental lexicon among adults with dyslexia. A poster presented at the Society for the Scientific Study of Reading Conference, Brighton, UK.

140.   2018. The origin of the centrality deficit in individuals with attention deficit hyperactivity disorder. A poster presented at the Society for the Scientific Study of Reading Conference, Brighton, UK.

141.   2018. Exploring the role of auditory artificial grammar learning (AGL) in reading acquisition: One-year longitudinal study. A paper presented at the Society for the Scientific Study of Reading Conference, Brighton, UK.

142.   2018. The influence of frequency and morphological family size on the representation of the letter He (ה') as an unstable letter in Hebrew spelling. A poster presented at the Society for the Scientific Study of Reading Conference, Brighton, UK.

143.   2018. Spelling affix letters in Hebrew: a new conceptual outlook. A paper presented at the Society for the Scientific Study of Reading Conference, Brighton, UK.

144.   2018. The development of reference ability: A comparison between children with SLI and children with normal language development. A paper presented at the Literacy and Language conference, Bar-Ilan University, Ramat Gan.

145. 2018. Executive functions and their impact on academic achievement. The development of linguistic and cognitive abilities among Arabic-speaking kindergarten children, The Academic Arab College for Education in Israel – Haifa.

146. 2019. The role of statistical learning in reading acquisition: Can performance in a non-linguistic auditory artificial grammar learning (AGL) task predict reading skills among 1st graders? The 6th Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.

147. 2019. The influence of highly arousing negative stimuli on implicit learning. The 6th Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.

148. 2019. The devepment of the referecing ability: A comparison between children with and without SLI. The 55th Annual Conference of Speech Therapists in Israel. Tel Aviv, Israel.

149. 2019. The independent and combined effects of phonological distance and SES on the development of phonological awareness in dialect speakers: Evidence from Arabic diglossia3[rd] Annual Conference for the Association of Reading and Writing in Asia (ARWA 2019), Goa, India.

150. 2019. Relations of Inhibition Control and Emotion Recognition to Peer Interaction in Children with ADHD. The 47th Annual Meeting of the International Neuropsychological Society, New York city, New York, USA.

151. 2019. Spelling affix letters in Hebrew: a psycholinguistic outlook. 12th International Workshop of the Association for Written Language and Literacy, Cambriddge, UK.

152. 2019. Root letter spelling in Hebrew: a developmental study in two populations. 12th International Workshop of the Association for Written Language and Literacy, Cambriddge, UK.

153. 2019. High stimulus diversity seems to optimize artificial grammar learning and transfer abilities in adults. A Poster presented at the Interdisciplinary Advances in Statistical Learning conference, San Sebastian, Spain.

154. 2019. Transfer abilities in artificial grammar learning: A comparison between dyslexic and non-dyslexic adults. A Poster presented at the Interdisciplinary Advances in Statistical Learning conference, San Sebastian, Spain.

155. 2019. Individual differences in non-linguistic auditory statistical learning are related to reading acquisition among 1st graders. the Interdisciplinary Advances in Statistical Learning conference, San Sebastian, Spain.

156. 2019. The impact of diglossia on the development of phonological awareness among high and low SES school-age children. A poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Toronto, Canada.

157. 2019. Reading automization. Repetitive reading training of words and nonwords among readers with and without dyslexia. Literacy and Language, Achva College, Israel.

158. 2019. The influence of phonological and morphological awareness on word reading in Hebrew and Arabic in voweled and unvoweled orthographies: An examination of readers from

high and low socio-economic background and readers with dyslexia. Invited talk, School of Education. Bar Ilan University.

159.   2020. Morphological awareness in Arabic diglossia: The role of linguistic distance. 19th International Morphology Meeting, Vienna.

160.   2020. The influence of word frequency and root frequency on the spelling acquisition of an unstable root letter – a case study of the letter Aleph in Hebrew. 19th International Morphology Meeting, Vienna.

161.   2021. Stimulus variation-based training seems to enhance artificial grammar learning. A Poster presented at The 8th Israeli Conference on Cognition Research (Virtual Meeting).

162.   2021. Morphological Knowledge in Low SES Adolescets is hindered by Semantic Information. A Poster presented at The 8th Israeli Conference on Cognition Research, (Virtual Meeting).

163.   2021. Stability of the spoken root morpheme in the mental lexicon: A comparison between readers with dyslexia and typically developed readers, A poster presented at the Egdal Conference.

164.   2021. The influence of reading strategies, combined with mental representation strategy, on understanding expository texts among poor comprehenders. A poster presented at the Egdal Conference.

165.   2021. Diversity matters: Stimulus diversity based exposure increases artificial grammar learning. A Poster presented at The Annual Meeting of Society for the Scientific Study of Reading (Virtual Meeting).

166.   2021. Morphological knowledge in Low SES adolescets is hindered by semantic information. Annual Meeting of Society for the Scientific Study of Reading (Virtual Meeting).

167.   2021. A diglossia-centered emergent literacy and EF intervention among kindergarten children in diglossic Arabic. Annual Meeting of Society for the Scientific Study of Reading (Virtual Meeting).

168.   2021. The effect of transparency, regularity and frequency on the spelling of function letter spelling: A comparison between readers with and without dyslexia. The 14th summer meeting of The Israeli Association for Literacy and Language.

169.   2021. Distributed practice enhances artificial grammar learning: Evidence from a production task. A poster presented at The 14th summer meeting of The Israeli Association for Literacy and Language (Virtual Meeting).

170.   2021. The role of language skills and memory on sentence repetition in dislossic Arabic. The 58th Annual Conference of The Israeli Speech Hearing and Language Association (Virtual Meeting).

171. 2021. An intervention in langauge skills, literacy and executive function for kindergarten children in the context of dislossic Arabic. The 58th Annual Conference of The Israeli Speech Hearing and Language Association.

172. 2022. Root letter spelling in Hebrew: A judgement study across the school years. Morphology in Production and Perception: Phonetics, Phonology and Spelling of Complex, Düsseldorf, Germany.

173. 2022. Five morpho-orthographic criteria in affix spelling: A comparison between readers with developmental dyslexia and typically developing readers, Egdal Conference, Bar Ilan University.

174. 2022. Semantic infleuences on implicit and explicit morphological knowledge: A comparison between readers from high and low socioeconomic backgrounds, Egdal Conference, Bar Ilan University.

175. 2022. Implicit and explicit vocabulary learning in a foreign language: A comparison between high- and low-proficiency ELLs. Indisciplinary Advances in Statistical Learning, San Sebastian, Spain.

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176. 2022. Diglossia-centered language and literacy intervention with Arabic-speaking kindergarten children. Research workshop of the Israei science foundation: Typical and Atypical Arabic language Development in Diglossic and Bilingual Contexts: Assessment and Intervention, Bar Ilan, Israel.

177. 2022. The effectiveness of a diaglossia-based language-literacy intervention combined with executive functions training among Arabic-speaking kindergarteners.Twenty-Nineth Annual SSSR Meeting, Newport Beach, CA USA.

178. 2022. Relationship between spelling of homophonous affix letters, linguistic ability, and working memory, Twenty-Nineth Annual SSSR Meeting, Newport Beach, CA USA.

179. 2022. A multicomponent EF-based intervention for enhancing reading skills and cognitive abilities among struggling readers. The Israeli Association for Literacy and Language.

180. 2022. An EF-based linguistic awareness intervention for enhancing unvoerlized reading among struggling readers. The Israeli Association for Literacy and Language.