

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
<u>THESIS:</u>	Morphological and syntactic characteristics of narrative production: Comparing normal readers and reading disabled children	
<u>SUPERVISORS:</u>	Prof. Aryeh Cohen and Prof. Miriam Gillis	
<u>DOCTORAL:</u>	Morphological, phonological and orthographic characteristics of words and their effect on accuracy and speed of reading out loud among second, fourth and sixth grade children.	
<u>SUPERVISORS:</u>	Prof. Aryeh Cohen and Prof. Ora Schwarzwald	

ACADEMIC AFFILIATIONS/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 -	Associate Professor, School of Education, Bar Ilan University	100

PROFESSIONAL FUNCTIONS:**(Memberships/Editorial Activities/ Reviewer for Journals)**

Year	
<u>Membership in Academic Organizations</u>	
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 Scientific Studies of Reading
2011 - 2014	Chair, The Israel Association for Literacy and Language
<u>Membership in professional committees</u>	
2003-2006	Member of the Committee for Public Libraries in Israel, by the explicit request of the former Minister of Education Ms. Limor Livnat
2003-2004	Member of the SHEFI (The Council for Psychological and Guidance Services) Committee for the national curriculum, remedial teaching and

	matriculation testing of Hebrew language for learning disabled students
2004-2005	Member of the Knesset Committee for drafting the Act for the Rights of Disabled Students
2004-2005	Representative of Bar-Ilan University in the Knesset Committee for teaching Hebrew to learning disabled students
2006 -	Member of the Malag (The Council for Higher Education) committee for the approval of Open University's B.A. program in Learning Disabilities
2006 -	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 -	Member of Bar Ilan's School of Education committee of president's scholarship for excellent Ph.D. students
2010 –	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 -	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 -	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-	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.
<u>Academic positions</u>	
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-	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
<u>Educational Activities and Intervention Programs</u>	
1998-	Development of a computerized assessment program for language learning and reading disabilities
1998-	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-	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-	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-	Development of executive function, cognitive abilities and metalinguistic skills in kindergarten children from LSES background.
2009-	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-	Development of executive function, cognitive abilities and metalinguistic skills in kindergarten children with SLI.
2011-	Instructional program for 3 rd and 4 th 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 4 th to 6 th graders from LSES background using subject-specific writing pedagogy with emphasis on form and content-based characteristics.

Reviewer of journal articles

International journals:

Annals of Dyslexia

Applied Linguistics
 Child Neuropsychology
 Early Childhood Research Quarterly
 Educational Research Review
 First Language
 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
 Memory and Cognition
 Reading Research Quarterly
 Reading & Writing: An Interdisciplinary Journal
 Scientific Studies of Reading
 Writing systems Research

Israeli journal:
 Megamot [in Hebrew]
 Language and literacy

AWARDS/GRANT/HONORS

<u>Year</u>	
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-	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-	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)
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 Conference 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.

SUPERVISION OF GRADUATE STUDENTS

M.A. Students:

In the past:

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

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

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.

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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.

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

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

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)

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

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

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.

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

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

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

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

Binestock 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)

Hovav Shoshana, (2015). The association between exposure to childhood ionizing radiation to treat ringworm of the scalp and cognitive ability and language skill in adulthood
Being supervised today.

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

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

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

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

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

Being supervised today:

Davidian Michal, The development of plural adjective agreement: Comparison between dyslexic and normal readers

Roselmach Amir, Visually and auditory sequence learning and transfer ability between the two modalities among subjects with developmental dyslexia

Sha'er Adva, The development of lexical and morphological processing: Comparison between high and low socioeconomic backgrounds

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

Snunit Rotem, The development of solving ability of verbal mathematical problems among learning disabled children using metacognitive intervention for different solution types (offline and online).

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

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

Davidovich Tali, Procedural learning and the ability to transfer verbal stimuli and nonverbal stimuli; Comparison between readers with developmental dyslexia to normal readers.

Geva Shilo, Chunk-based artificial grammar among undergraduates with developmental dyslexia.

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

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

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

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

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

Kirstein Adi, Procedural learning of a cognitive skill among young adolescents with ADHD.

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

Fried Noy, Acquisition of artificial grammar among poor EFL readers.

Ph.D Students:

In the past:

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

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

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

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

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

Being supervised today:

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

Kassam Aber, (with Prof. E. Hadad) Development of Phonological and Morphological Awareness among Arabic speaking children with Dyslexia.

Katan Pesia, Learning artificial grammar via visual and auditory modalities among children with specific language impairment (SLI).

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

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

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

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

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

LIST OF PUBLICATIONS

I. UNTIL LAST PROMOTION (REFEREED PUBLICATIONS)

BOOKS (Author)

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

BOOKS (Editor)

Schiff, R., & Joshi, R. M. (in preparation). Handbook of interventions in LD. 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., Kahta, S., Gabay, Y., & Vakil, E (accepted). Implicit learning in developmental dyslexia.
5. Schiff, R., Sasson, A., Nuri, Y., & Ben-Artzi, E. (in press). The Efficiency of Metacognitive and Metalinguistic Awareness in Word Spelling among Hebrew speaking Children with SLI: An Intervention Study. *Handbook of Interventions in LD*, Springer.

EDITED SPECIAL ISSUES

Ravid, D. & R. Schiff. (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. *Megamot*, 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: An Interdisciplinary Journal*, 16, 263-287.
5. Schiff, R. & Ravid, D. (2004). Vowel representation in written Hebrew: Phonological, orthographical and morphological contexts. *Reading and Writing: An Interdisciplinary Journal*, 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: An Interdisciplinary Journal*, 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: An Interdisciplinary Journal*, 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). Obligatory and optional inflectional constructions in Hebrew-speaking children. *Journal of Child Language*, 38, 433-454.
22. Schiff, R., Schwartz, 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. Ravid, D. & Schiff, R. (2012). From dichotomy to divergence: Number/gender marking on Hebrew nouns and adjectives across schoolage. *Language Learning*, 62, 133-169.
24. Schiff, R. & Raveh, M. (2012). The development of the mental lexicon: When morphological representations become devoid of their meaning. *Scientific Studies of Reading*.16(5), 383-403
25. Schiff, R. & Ravid, D. (2012). Linguistic processing in Hebrew-speaking children from low and high SES backgrounds. *Reading and Writing: An Interdisciplinary Journal*, 25, 1423-1448.
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
28. Schiff, R. (2012). Transition from shallow to deep orthography: The role of vowelization in reading development of unvowelized scripts. *Journal of Psycholinguistic Research*,41, 409-424.
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 investigation. *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.
32. Schiff, R., Katzir, T. & Shoshan, N. (2012). Reading accuracy and speed of vowelized and unvowelized scripts among dyslexic readers of Hebrew: The Road Not Taken. *Annals of Dyslexia*, 41, 409-24.
33. Schiff, R. & Ravid, D. (2013). Morphological processing in Hebrew-speaking reading-disabled students. *Journal of Learning Disabilities*, 46, 220-229.
34. Ravid, D. & Schiff, R. (2013). Different perspectives on the interface of dyslexia and language: Introduction to the special LLD issue on Dyslexia and Language. *Journal of Learning Disabilities*, 46, 195-199.

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*.
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, 164-171.
41. Schiff, R., Nori, Y. & Ben-Arzi, E. (under revision). Metacognitive Strategies: A Great Foundation for Early Word Spelling and Reading in Kindergartners with SLI.
42. Vakil, E., Mass, M., & Schiff, R. (in press). Eye movement performance on the stroop test in adults with ADHD. *Journal of Attention Disorders*
43. Gabay, Y., Gabay, S., Schiff, R., Henik, a., & Behrmann, M. (in press). Word and line bisection in typical and impaired readers and a cross-language comparison. *Brain and Language*.
44. Schiff, R., Cohen, M., Ben-Artzi, E., Sasson, A., & Ravid, D. (in press) Implicit and explicit morphological knowledge among children with developmental dyslexia. *Scientific Studies of Reading* (impact factor 2.941, rank in

BOOKS REVIEWS IN REFEREED JOURNALS (Less than 10 pages)

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.

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

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]

Articles submitted for publication

1. Schiff, R., Bar-On, A. & Shiber, I. (submitted). The effect of socioeconomic status on oral narrative production in Hebrew speaking kindergarten children
2. Schiff, R., & Ravid, D. (submitted). Learning to inflect adjectives across the school years: A judgment task method.
3. Kahta, S., & Schiff, R. (submitted). Artificial grammar learning among dyslexic readers.
4. Kahta, S., & Schiff, R. (in press). Implicit learning deficit among adults with developmental dyslexia: Evidence from the AGL study. *Annals of Dyslexia*
5. Yeari, M., & Schiff, R. (under revision). Do dyslexic individuals suffer from a reduced visual attention span? Evidence from visual recognition tasks of non-verbal multi-character arrays.
6. Gabay, Y., Gabay, S., Schiff, R., & Henik, A. visual and auditory interference control of attention in developmental dyslexia.

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, Israel: 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, R., & Schiff, R. (2013). Homophonic root letter spelling among elementary school students with varying reading abilities, Research report submitted to the Ministry of Education. [In Hebrew]

III. PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

1. Schiff, R. (April 1998). Subtypes of Dyslexia. Paper presented at The Child Development Center, Tel HaShomer Hospital, Israel.
2. Schiff, R. (November 1998). Language Disorders of Dyslexic Children. Paper presented at the Sakler Department of Pediatric Medicine, Tel HaShomer Hospital, Israel.
3. Schiff, R. (October 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. Schiff, R. & Ravid, D. (April 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. Schiff, R. (June 2001). Naming latency: The effects of morphology, phonology and word length. (Poster) presented at IACE 8th International Conference, Jyvaskyla, Finland.
6. Schiff, R. (July 2001). Prospective memory and reading abilities in middle school children. (Poster) presented at The Third International Conference on Memory, Valencia, Spain.
7. Schiff, R. & Ravid, D. (July 2001). Vowel representation in Hebrew: Phonological, orthographic and morphological contexts. Paper presented at Script, The Israel Association for Literacy, Shefa'im, Israel.
8. Schiff, R. & Ravid, D. (December, 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. Schiff, R. (October 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. Schiff, R. & Ravid, D. (December 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. Schiff, R. & Calif, S. (June-July 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. Schiff, R. & Calif, S. (June-July 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. Korat, O. & Schiff, R. (June-July 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. Schiff, R. & Har-Zvi S. (June-July 2003). Metacognitive training and its influence on word analogies and spelling Paper presented at Script – The Israel Association for Literacy Zichron Yaacov, Israel.
15. Schiff, R. & Rosenthal, V. (February 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. Schiff, R., Bauminger, N., & Toledo, I. (July 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. Schiff, R. & Ravid, D. (July 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. Schiff, R. & Raveh, M. (August 2004). The effect of morphological priming on different subtypes of developmental dyslexia. Paper presented at the 5th World Conference on Dyslexia, Thessaloniki, Greece.
19. Schiff, R. & Rosenthal, V. (November, 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. Schiff, R. (December 2004). Can a dyslectic become a MD? Paper presented at Innovations in Medical Research, Bar-Ilan University, Ramat Gan.
21. Schiff, R. & Ravid, D. (July 2005). Morphological inflections and verbal skills in novice Hebrew readers. Paper presented at the Society for the Scientific Study of Reading (SSSR), Toronto.

22. Schiff, R. & Rosenthal, V. (July 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. Schiff, R., Raveh, M., & Kachtah, S. (July 2005). Morphemic representation of weak roots: A developmental study. Paper presented at Script – The Israel Association for Literacy, Nir Etzion, Israel.
24. Schiff, R. & Ravid, D. (July 2005). Morphological inflections and verbal skills in novice Hebrew readers. Paper presented at the Society for the Scientific Study of Reading (SSSR), Toronto.
25. Raveh, M. & Schiff, R. (January 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. Schiff, R. & Ravid, D. (July 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. Schiff, R. & Ravid, D. (July 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. Schiff, R. & Ravid, D. (November 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. Schiff, R. & Ravid, D. (February 2008). Conflicting cues in the acquisition of plural adjective agreement in Hebrew. Paper presented at 13th International Morphology Meeting, Vienna, Austria.
30. Schiff, R. & Ravid, D. (May 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. Schiff, R. & Barel, S. (September, 2008). The relationship between auditory temporal processing and dyslexia. Paper presented at the Literacy and Language conference, Haifa University, Israel.
32. Schiff, R. & Peled, N. (September, 2008). The effect of first grade teacher – student interactions on student achievement. Paper presented at the Literacy and Language conference, Haifa University, Israel.
33. Schiff, R. (May, 2009). Morphological processing in the word recognition of normal and dyslexic readers. Invited talk, School of Education. Tel Aviv University.

34. Schiff, R. & Ravid, D. (June, 2009). Agreement marking in developmental dyslexia: The effect of morphological and syntactic factors, SSSR Conference, Boston University.
35. Schiff, R. & Raveh, M. (September, 2009). The development of morphological processing in visual word recognition. Paper presented at the Literacy and Language conference, Neve Ilan, Israel.
36. Schiff, R. & Schwartz, S. (September, 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. Schiff, R. & Barel, S. (September, 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. Schiff, R. & Ravid, R. (September, 2009). The effect of morphological and syntactic factors on agreement marking. Paper presented at the Literacy and Language conference, Neve Ilan, Israel.
39. Schiff, R. (February, 2010). Input to children from low SES. Workshop participation at the Vienna University and the Austrian Academy of Sciences.
40. Schiff, R., Benymamin, R., & Ravid, D. (February, 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. Schiff, R. & Ravid, R. (February, 2010). Adjective agreement in compounding contexts: normally reading and dyslexic students. Paper presented at *Living Language* conference, Oranim, Israel.
42. Schiff, R. & Ravid, R. (June, 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. Schiff, R. & Ravid, D. (July, 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. Ravid, D., Schiff, R., & Levie, R. (July 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. Binyamin, R., Davidian, M., Hertz-Galron, A., Halavi, Y., Schiff, R., & Ravid, D. (July, 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. Binenstock, T., Levy, R., Ravid, D., & Schiff, R. (2010). Writing abilities among LD university students compared with normally-reading students. Paper presented at the Script Conference, Haifa University, Israel.

47. Ravid, D. & Schiff, R. (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. Schiff, R. (2011). The development of Noun-Adjective agreement in Hebrew: Comparing reading disabled and normally-developing children. Workshop at Utrecht University, Netherlands.
49. Schiff, R. & Ravid, D. (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. Gabai, Y., Schiff, R. & Vakil, E. (2011). Disassociation between skill learning and consolidation in Developmental Dyslexia. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.
51. Halabi, Y. & Schiff, R. (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. Davidian, M., Binyamin, R. & Schiff, R. (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. Galron-Hertz, A., Ya'acobi, H. & Schiff, R. (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. Levy, R., Ravid, D., Schiff, R. & Binstock, T. (2011). Spelling and morphology among normal readers and reading disabled. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.
55. Shiber, Y., Schiff, R. & Bar-On, A. (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. Gil-Ad, H., Schiff, R. & Bar-On, A. (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. Schiff, R. (2011). The development of plural agreement. Workshop participation at the Vienna University and the Austrian Academy of Sciences
58. Schiff, R. & Ravid, D. (2011). Morphological processing in Hebrew-speaking children: Comparing reading-disabled, low SES and normally developing grade-schoolers workshop, Jerusalem, Israel
59. Schiff, R. & Ravid, D. (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. Gabay, Y., Schiff, R., & Vakil, E. (2012). Dissociation between online and offline learning in Developmental Dyslexia. Paper presented at the International Neuropsychological Society (INS) Conference in Montreal, Canada.
61. Schiff, R. & Nori, Y. (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. Schiff, R. & Cohen, M. (2012). Auditory and written morphological knowledge in dyslectic readers and normal readers. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.
63. Ravid, D. & Schiff, R. (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. Schiff, R., Bar-On, A., & Shiber, Y. (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. Ravid, D., Schiff, R., Binenstoch, T. & Levi, R. (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. Levi-Shimon, S., Schiff, R., & Ravid, D. (2013). Developmental aspects of AHWY roots: A psycholinguistic research. The Israeli Association of Linguistics, Meeting # 29, The academic College of Zfat, Israel.
67. Schiff, R., & Vakil, E. (2013). The development of skill learning as demonstrated by the 'Tower of Hanoi' task. International Neuropsychology Society. Hawaii.
68. Schiff, R., & Ravid, D. (2013). Spelling Hebrew affix letters by typically developing and dyslexic spellers: Cues mitigating opacity. Society for the Scientific Study of Reading, Hong Kong.
69. Schiff, R., Ravid, D., & Levy-Shimon, S. (2013). Dictionary aspects of AHWY roots: A psycholinguistic examination. Paper presented at the Language and Literacy Conference, Kiryat Ono, Israel.
70. Schiff, R., Karan, P. (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. Schiff, R., & Cohen, M. (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. Schiff, R., & Kahta, S. (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. Schiff, R., & Ravid, D (2013). Invited talk, study day in memorial of Professor Iris Levin. Tel Aviv University.
74. Schiff, R., & Ravid, D. (2013). Reading comprehension in a dynamic aspect: Updates on reading narrative text. Reading comprehension: From theory to practice, Bar Ilan University.
75. Ravid, D., & Schiff, R. (2014). Spelling development of root letters, Pre- and proto-morphology meeting, University of Vienna.
76. Schiff, R., & Kahta, S. (2014). Conference on Cognition Research of the Israeli Society for Cognitive Psychology (2014) Akko (Acre). Artificial grammar learning: The role of modality.
77. Schiff, R., & Kahta, S. (2014). Does similarity affect sequential learning in artificial grammar learning task? American Educational Research Association annual meeting Philadelphia, USA.
78. Schiff, R., & Kahta, S. (2014). Is Artificial grammar learning among readers with dyslexia modality-dependent? Literacy and language. Haifa University, Israel
79. Schiff, R., Ravid, D., & Schaffer, M. (2014). Root letter spelling: a developmental study in high and low socio-economic status. Literacy and language. Haifa University, Israel.
80. Gabay, Y., Gabay, S., Schiff, R., Henik, A., & Berman, M. (2014). Bisection performance among participants with developmental dyslexia. Literacy and language. Haifa University, Israel.
81. Schiff, R., & Kahta, S. Modality effects on sequential learning of individuals with dyslexia (DD): Evidence from artificial grammar learning (AGL). International Neuropsychological Society 2014 Mid-Year Meeting, Jerusalem, Israel.
82. Vakil, E., Schiff, R., & Mass, M. (2014). Adults with ADHD Eye Movement Performance on the Stroop Task. International Neuropsychological Society 2014 Mid-Year Meeting, Jerusalem, Israel.
83. Schiff, R., & Ravid, R. (2014). Spelling root letters in Hebrew: A developmental study across school age. Society for Scientific Studies of Reading, Santa Fe, USA
84. Schiff, R., & Kahta, S. (2014). Statistical Learning among adults with dyslexia. Society for Scientific Studies of Reading, Santa Fe, USA.
85. Schiff, R. (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. Schiff, R. & Kahta, S. (2014). Sequential learning deficit among adults with developmental dyslexia. Cognitive Science Association for Interdisciplinary Learning. Hood River, Oregon, USA.

87. Schiff, R., & Ravid, D. (2015). Linguistic processing in Hebrew-speaking children from low and high SES background. *Comparative Psycholinguistics*, Vienna, Austria.
88. Sar-Avi, O., Schiff, R., & Henik, A. (2015). Domain-general and basic numerical processing in developmental dyslexia versus arithmetic deficit. *Conference on Cognition Research*, Akko, Israel.
89. Kahta, S., & Schiff, R. (2015). Similarity in artificial grammar learning among typically and dyslexic readers. *Conference on Cognition Research*, Akko, Israel.
90. Schiff, R. Statistical learning among poor readers. (2015). *Egdal conference, Learning Disabilities: From Theory to Practice*. Bar Ilan University, Israel.
91. Schiff, R., Cohen, M., & Ravid, D. (2015). Implicit and explicit morphological knowledge among children with developmental dyslexia. *Word Formation Theories Conference*, Kosice, Slovakia.
92. Schiff, R., & Saiegh-Haddad, E. (2015). The influence of diglossia on two Arabic orthographies: A developmental perspective. *8th Annual International Conference on Language and Linguistics*, Athens, Greece.
93. Schiff, R., & Kahta, S. (2015). The AGL abilities of adults with developmental dyslexia: Evidence from Implicit and explicit tasks. *Interdisciplinary Advances in Statistical Learning*, San Sebastian, Spain.
94. Yeari, M., & Schiff, R. (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. Kahta, S., & Schiff, R. (2015). Implicit and explicit learning deficits among adults with developmental dyslexia: Evidence from an AGL study. *Literacy and Language*. Levinsky College of Education, Tel Aviv, Israel.
96. Shefer-Kahanovich, M., Schiff, R., & Ravid, D. (2015). Root letter spelling: A socio-developmental investigation. *Literacy and Language*. Levinsky College of Education, Tel Aviv, Israel.
97. Avramovich, A., Yeari, M., & Schiff, R. (2015). Reading comprehension difficulties among readers with ADD. *Literacy and Language*. Levinsky College of Education, Tel Aviv, Israel.
98. Vazner, Y., Kahta, S., & Schiff, R. (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. Schiff, R., & Saiegh-Haddad, E. (2015). The impact of diglossia on vowel and unvowel word reading in Arabic: A developmental study from childhood to adolescence. *Scientific Studies of Reading*, Hawaii, USA.

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